CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

The Mission, Vision statements and Objectives are framed considering the guidelines given by UGC, NKC, Pune University and Agricultural Development Trust, Baramati.

Vision –
We, the management, administration, teaching and non-teaching staff solemnly resolve to make our institution a seat of learning, tread together in pursuit of educational excellence, where women shall flourish, become intellectually strong, socially responsible, who will contribute in building of advanced, united and strong nation.

The institution has the following mission

- Transforming women through development of various skills along with curriculum.
- Developing potential in them for further studies, research, employment and entrepreneurship.
- Nurturing them to meet future challenges and contribute to development of nation.
- Making them sensible towards fellow human beings.

The Mission and Vision statements and objectives are mainly communicated through –

- Prospectus
- Website-www.shardawomenscollege.org
- Display on student and teacher notice board
- Library – Display boards in library.
- Displaying of statements at accessible sites
- Shardiya-Annual magazine
The mission and vision statement are also communicated in meetings, gathering orally through –

- Welcome Programme for new comers
- Welcome Programmes at departmental level
- Orientation Programme for first year students.
- Principal address
- Student Parliament
- Student Council
- Alumni meets

The institution has been trying its best to achieve the vision and mission by imparting value based, quality education by developing and building the personality of students through various programmes, courses and other activities.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

- **Development of the action plan** -
  Institution follows the curriculum given by University of Pune. At the beginning of every academic year, all the departments chalk out the academic calendar which includes lecture & practical hours, industrial visits, seminars, guest lectures, extension activities etc. These are then submitted to the Planning and Development Committee. The committee further consolidates this and further addition of internal tests, term end examination, university examinations and co-curricular activities are made. The Plan is further put in the meetings with HODs then in IQAC meetings. The plan is then finalized.

- **Deployment of the action plan** -
  Institution strives hard for the effective implementation of the curriculum.
  - Time Table settings.
  - Distribution of syllabus
  - Individual schedule framing
  - Laboratory arrangement.
  - Classroom arrangement.
Execution of the action plan is done through -

- Demonstrations
- Animation shows
- Field experiments
- Audio-visual aids
- Films
- Teaching aids-models, maps
- Remedial teaching
- ABC analysis
- Work experience
- Video recording of the lectures

Monitoring –
Syllabus monitoring committee at departmental level is effective and monitors through

- CCIA
- Tests, Tutorials
- Quality Improvement Programmes
- Seminars
- Group Discussions

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

Teachers from the Institute do their best for effective translating the curriculum and attempting to improve their teaching practices. For the same they get time to time support from the University and Institute through-

Infrastructural and financial support – Practical

- Participation and Organization of Workshops, Seminars, Trainings
- Teacher training programs-Refresher and Orientation Courses
- Internet nodes are made available
- Strengthening Knowledge Centre(Library)
- Teaching aids are made available
- Permissions to visit other college, institutes and industries.
- Sanction of Duty Leaves
- Equipments and Instruments are made available
- Well equipped Laboratories are provided
- Organizing Refresher Courses

(28)
• Reimbursement of TA / DA, Registration / Participation Fee for participation in Seminars and Conferences
• Library and e-learning facilities to the faculty to effectively deliver the curriculum are provided.

Infrastructural and financial support – Procedural -
• Exchange of ideas through Staff academy & IQAC meetings
• Teaching plan preparation.
• Departmental meetings on syllabus.
• Guest lecturers for certain topic.
• Demonstration for certain topic.
• Combination of practical and theory
• Feedback from students.
• Remedial teaching.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

The initiatives taken by the Institution-
• To procure, augment and make provision of adequate teaching aids-
  ▪ Library facilities-e-books and journals
  ▪ Strengthening- Classrooms, Laboratories
  ▪ Leaves for Refresher and Orientation Courses
  ▪ Models
  ▪ Charts

• To administer and monitor continuously
  ▪ Academic Year Plans
  ▪ Teaching Plans

• Organization and support staff for participation and Organizing-
  ▪ Quality Improvement Programme
  ▪ Orientation
  ▪ Teacher training programmes
  ▪ Lectures of eminent personalities
- To provide facilities for
  - Animations
  - Slide shows
  - Presentations

- To provide facilities for transaction
  - Teaching aids
  - Training and workshop for students

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

The staff members are in touch with the University Departments and authorities in Board of Studies for the effective operationalisation of the curriculum. Besides this discussions are made in

- Local Inquiry Committee meetings
- Local Managing Committee meetings
- Industry Interactions
- Sahitya Parishad
- Workshops for syllabus implementation
- Bank Manager meetings
- Visit to industries and institutes
- Parent-Teacher Association
- Alumni Association

And accordingly programmes are organized for effective operationalisation of the curriculum viz.-

- Training in Research Institute
- Aakashwani - Radio talk training.
- Archaeological Visits
- Demonstrations and Lectures by eminent personalities from Industry & Research Institutes
- Signing MoU with research Institute
- Organizing workshops on recent trends, etc.
1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

The institution follows the curriculum prescribed by the University of Pune. The syllabi are framed by Board of Studies (BOS) of University. Workshops are organized by the college for the restructuring of syllabus and the suggestions from the discussions are conveyed to the BOS Chairman.

- Staff member in Commerce faculty is a BOS member of BBA, Banking and Finance and plays a vital role in curriculum designing.
- The faculty member from Botany Department has worked as an expert invitee member to frame the syllabus.
- College and parent institute have taken initiative to start and has framed the Home Science syllabus for the first time in University of Pune in 2007 and it was again restructured in 2010. Principal and Secretary of institute are members on the ad-hoc BOS in Home Science.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If ‘yes’, give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed.

Institution has not developed curriculum for any of the degree courses. However-

- The syllabi for add on courses such as Career Oriented Courses and Computer Courses are framed by the Institution.
- A committee is framed for the design and development of the curriculum. Coordinators are appointed to monitor the smooth running of the course.
- The framed syllabus of Career Oriented Courses are sanctioned by Board of Colleges and University Development, University of Pune.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The Institution adopts the following mechanism to analyze and ensure effective curriculum implementation.

(31)
• Lecture Feedback
• Teachers Feedback
• Outcome of research Projects for Post graduate students.
• Employability
• Progression to Higher studies
• Participation and Research Presentation- Avishkar, Paper reading
• Group Discussion
• Seminars
• Class Exercises
• Home Work
• Competitions / Contests
• Tests and Tutorials
• Quiz
• Exhibitions, Fairs
• ‘Antarnad’ – Wall paper

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/skill development courses etc., offered by the institution.

Various Computer Certificate and Diploma courses are started with the aim to train students for developing competence.

The main goals and objectives are-
• To help students develop problem-solving skills, especially those required to analyze, design and implement solutions involving the use of a computer.
• To provide a background in modern computing systems.
• To prepare students for continued learning in a rapidly changing market.
• To make them aware of the rapid rate of change of technology and methodologies in computer
• To develop communication/presentation skills.
• To expose students to number of areas in Computers such as Graphics, web designing, etc.
Certificate Courses -

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>MS-CIT</td>
</tr>
<tr>
<td>2)</td>
<td>MS-Office + Accounting</td>
</tr>
<tr>
<td>3)</td>
<td>Certificate in DTP</td>
</tr>
<tr>
<td>4)</td>
<td>Certificate Course in MS-Office</td>
</tr>
<tr>
<td>5)</td>
<td>Certificate Course in MS-Office &amp; Tally</td>
</tr>
<tr>
<td>6)</td>
<td>Certificate Course in DTP</td>
</tr>
<tr>
<td>7)</td>
<td>Office Computing</td>
</tr>
</tbody>
</table>

Diploma Courses -

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>MS-Office + Accounting</td>
</tr>
<tr>
<td>2)</td>
<td>Multimedia Computer Graphics</td>
</tr>
<tr>
<td>3)</td>
<td>Office Computing</td>
</tr>
<tr>
<td>4)</td>
<td>Web Designing</td>
</tr>
</tbody>
</table>

Along with the above courses some skill oriented courses were started with the objective to give additional trainings along with the degree programmes.

Skill Development Courses -

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Entrepreneurship Development</td>
</tr>
<tr>
<td>2)</td>
<td>Radio Lekhan Workshop</td>
</tr>
<tr>
<td>3)</td>
<td>Orientation</td>
</tr>
<tr>
<td>4)</td>
<td>Workshop for students on Molecular Biology, Bioinformatics etc.</td>
</tr>
<tr>
<td>5)</td>
<td>Finishing course</td>
</tr>
<tr>
<td>6)</td>
<td>Internet training</td>
</tr>
<tr>
<td>7)</td>
<td>Sulekhan and Shudh Lekhan</td>
</tr>
<tr>
<td>8)</td>
<td>Home products preparation training</td>
</tr>
<tr>
<td>9)</td>
<td>Jam, Jelly Preparation and training</td>
</tr>
<tr>
<td>10)</td>
<td>Self defense Training</td>
</tr>
<tr>
<td>11)</td>
<td>Soft Skill Development</td>
</tr>
</tbody>
</table>
Career Oriented Courses - Certificate, Diploma and Advanced Diploma in -

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Fashion Designing</td>
</tr>
<tr>
<td>2)</td>
<td>Functional English</td>
</tr>
<tr>
<td>3)</td>
<td>Beauty and Wellness</td>
</tr>
<tr>
<td>4)</td>
<td>Computerized Accounting</td>
</tr>
<tr>
<td>5)</td>
<td>Sericulture</td>
</tr>
<tr>
<td>6)</td>
<td>Polyhouse Technology</td>
</tr>
<tr>
<td>7)</td>
<td>Food Processing</td>
</tr>
<tr>
<td>8)</td>
<td>Computer Courses</td>
</tr>
<tr>
<td>9)</td>
<td>Child and family Counselling</td>
</tr>
</tbody>
</table>

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If - ‘yes’, give details.

University system doesn’t allow to pursue twinning and dual degree programmes.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability

- Range of Core/Elective options offered by the University and those opted by the college

**Science Stream**

I) B.Sc. Part-I Student has to choose four subjects at first year of the B.Sc. degree course. Students can opt for any one of the following options given below-

<table>
<thead>
<tr>
<th>Group – I</th>
<th>Physics</th>
<th>Chemistry</th>
<th>Maths</th>
<th>Env. Sci.</th>
<th>(PCMaE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group- II</td>
<td>Physics</td>
<td>Chemistry</td>
<td>Botany</td>
<td>Zoology</td>
<td>(PCBZ)</td>
</tr>
<tr>
<td>Group – III</td>
<td>Chemistry</td>
<td>Botany</td>
<td>Zoology</td>
<td>Microbiology</td>
<td>(CBZMi)</td>
</tr>
<tr>
<td>Group – IV</td>
<td>Botany</td>
<td>Zoology</td>
<td>Microbiology</td>
<td>Envi. Sci.</td>
<td>(BZMiE)</td>
</tr>
<tr>
<td>Group – V</td>
<td>Chemistry</td>
<td>Botany</td>
<td>Microbiology</td>
<td>Envi. Sci.</td>
<td>(CBMiE)</td>
</tr>
</tbody>
</table>
II) B.Sc. Part –II

A. **Compulsory subject** - Environmental Awareness & English

**Optional subjects** - Any one group from the following:

<table>
<thead>
<tr>
<th>Group – I</th>
<th>Physics</th>
<th>Chemistry</th>
<th>Maths</th>
<th>(PCMa)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group- II</td>
<td>Physics</td>
<td>Chemistry</td>
<td>Botany</td>
<td>(PCB)</td>
</tr>
<tr>
<td>Group – III</td>
<td>Physics</td>
<td>Chemistry</td>
<td>Zoology</td>
<td>(PCZ)</td>
</tr>
<tr>
<td>Group – IV</td>
<td>Chemistry</td>
<td>Botany</td>
<td>Zoology</td>
<td>(CBZ)</td>
</tr>
<tr>
<td>Group – V</td>
<td>Chemistry</td>
<td>Botany</td>
<td>Microbiology</td>
<td>(CBMi)</td>
</tr>
<tr>
<td>Group – VI</td>
<td>Botany</td>
<td>Zoology</td>
<td>Microbiology</td>
<td>(BZMi)</td>
</tr>
<tr>
<td>Group – VII</td>
<td>Chemistry</td>
<td>Zoology</td>
<td>Microbiology</td>
<td>(CZMi)</td>
</tr>
</tbody>
</table>

III) B.Sc. Part III

**Course:** Total Six Papers

**Special Subject:** -
1] Chemistry
2] Microbiology
3] Botany
4] Physics
5] Mathematics

**Elective Option** -
Students can choose any one of the Career Oriented Courses from the below options-

IV) COC- Sericulture, Polyhouse Technology and Food Processing

**Arts Stream**

B.A. Part-I

**Course:** Total Six Papers

Any of the Six Subjects can be selected from the list below –

<table>
<thead>
<tr>
<th>1)</th>
<th>2)</th>
<th>3)</th>
<th>4)</th>
<th>5)</th>
<th>6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Com. English</td>
<td>Marathi or Hindi</td>
<td>Opt. English or Education</td>
<td>Politics or Sociology</td>
<td>Geography or Psychology</td>
<td>History or Economics</td>
</tr>
</tbody>
</table>

II) B.A. Part-II

**Course:** Total Seven Papers

A) Compulsory subjects – English & Environmental Awareness Science
B) Remaining five subjects are – i) Two papers of special subjects ii) One general paper of special subjects iii) Two other papers of general subjects.

**Special Subjects** –

<table>
<thead>
<tr>
<th>1)</th>
<th>2)</th>
<th>3)</th>
<th>4)</th>
<th>5)</th>
<th>6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Marathi</td>
<td>Hindi</td>
<td>Politics</td>
<td>Geography</td>
<td>History</td>
</tr>
</tbody>
</table>
General Subjects – can be selected from following group
Group A – Hindi or Marathi or Optional English or Education
Group B – Geography or Psychology or Sociology
Group C – History or Politics or Economics

III) B.A. Part-III
Course: Total six papers:
Compulsory subject: English
The subjects selected during second year will be continued.

Elective Options-
Students can choose any one of the Career Oriented Courses

IV) COC- Fashion Designing, Beauty and Wellness, Functional English, Computer Courses and Child and Family counselling

Commerce Stream

B. Com. Part-I
Course: Total seven subjects

<table>
<thead>
<tr>
<th>1) Functional English</th>
<th>2) Financial Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Business Economics (Micro)</td>
<td>4) Computer Concepts and Programming</td>
</tr>
<tr>
<td>5) Consumer Protection and Business Ethics.</td>
<td>6) Banking &amp; Finance OR Commercial Geography</td>
</tr>
<tr>
<td>7) Additional Marathi.</td>
<td></td>
</tr>
</tbody>
</table>

Career Oriented Courses - Fashion Designing, Beauty and Wellness, Functional English. Computerized Accounting Course is also available.

II) B.Com. Part-II
Course: Total seven subjects

<table>
<thead>
<tr>
<th>1) Business Management</th>
<th>2) Corporate Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Business Economics (Micro)</td>
<td>4) Corporate Law</td>
</tr>
<tr>
<td>5) Business Communication</td>
<td>6) Banking &amp; Finance – I Special</td>
</tr>
</tbody>
</table>

In addition to above subjects course entitled ‘Environmental Awareness’ is compulsory
### III) B.Com. Part-III

**Course: Total six subjects**

<table>
<thead>
<tr>
<th>1) Business Regulation Framework</th>
<th>2) Advanced Accountancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Indian &amp; Global Economic Development</td>
<td>4) Auditing &amp; Taxation</td>
</tr>
</tbody>
</table>

### BCA Stream

**F.Y.B.C.A. –**

#### SEM – I

<table>
<thead>
<tr>
<th>101</th>
<th>Modern Operating Environment and MS-Office</th>
<th>102</th>
<th>Financial Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>Programming Principles And Algorithm</td>
<td>104</td>
<td>Business Communication</td>
</tr>
<tr>
<td>105</td>
<td>Principles of Management</td>
<td>106</td>
<td>Laboratory Course – I (Based on 101 &amp; 102)</td>
</tr>
</tbody>
</table>

#### SEM – II

<table>
<thead>
<tr>
<th>201</th>
<th>Procedure Oriented Programming using C</th>
<th>202</th>
<th>Database Management and System</th>
</tr>
</thead>
<tbody>
<tr>
<td>203</td>
<td>Organizational Behavior</td>
<td>204</td>
<td>Computer Applications and Statistics</td>
</tr>
<tr>
<td>205</td>
<td>E - Commerce Concept</td>
<td>206</td>
<td>Laboratory Course – II (Based on 201 &amp; 202)</td>
</tr>
</tbody>
</table>

**S.Y.B.C.A. –**

#### SEM III

<table>
<thead>
<tr>
<th>301</th>
<th>Relational Database Management System</th>
<th>302</th>
<th>Data Structure using C</th>
</tr>
</thead>
<tbody>
<tr>
<td>303</td>
<td>Operating System concepts</td>
<td>304</td>
<td>Business Mathematics</td>
</tr>
<tr>
<td>305</td>
<td>Software engineering</td>
<td>306</td>
<td>Laboratory Course – III (Based on 301 &amp; 302)</td>
</tr>
</tbody>
</table>

#### SEM IV

<table>
<thead>
<tr>
<th>401</th>
<th>OOP using C++</th>
<th>402</th>
<th>Programming in Visual Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>403</td>
<td>Computer Networking</td>
<td>404</td>
<td>Enterprise Resource Planning</td>
</tr>
<tr>
<td>405</td>
<td>Human Resource Management</td>
<td>406</td>
<td>Laboratory Course – IV (Based on 401 &amp; 402)</td>
</tr>
</tbody>
</table>
T.Y.B.C.A. –

**Semester – V**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>VB.NET or VB.NET Programming</td>
<td>Internet Programming and Cyber Law</td>
</tr>
<tr>
<td>Principals of Marketing</td>
<td>Core Java</td>
</tr>
<tr>
<td>Project work ( VB )</td>
<td>Computer Laboratory and Practical Work (.NET + Core Java )</td>
</tr>
</tbody>
</table>

**Semester – VI**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Commerce</td>
<td>Multimedia Systems</td>
</tr>
<tr>
<td>Introduction to Syspro And Operating Systems</td>
<td>Advance Java</td>
</tr>
<tr>
<td>Project Work (Banking &amp; Finance, Cost Analysis, Financial Analysis, Payroll, EDP, ERP etc.)</td>
<td>Computer Laboratory and Practical Work (Multimedia + Advanced Java)</td>
</tr>
</tbody>
</table>

**Home Science -**

**F.Y.B. Sc. Home Science –**
Total Four subjects –
Semester – I

1) English                                                  2) Home Management
3) Human Anatomy & Physiology                               4) Principles of Nutrition
5) Psychology                                               

Semester – II

6) Clothing & Textile                                       7) Health, Hygiene & Food Microbiology
8) Agriculture                                              9) Extension Education
10) Child Development / Human Development - I

**II) S.Y.B. Sc. Home Science –**
Total Four subjects –
Semester – I II

11) Food Science & Nutrition                                 12) Extension Education
13) Home Management                                          14) Child Development / Human Development - II

Semester – IV

15) Textile Science & Care                                   16) Home Science Extension & Communication Technology
17) Basic Nutritional Biochemistry                            18) Introduction to Early Childhood Education

(38)
III) T.Y.B. Sc. Home Science –
Total Four subjects –
Semester – V

Third Year – Food Science and Nutrition Sp.
Third Year B.Sc. Home Science curriculum includes two semesters.

Semester – V

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Institutional food service management</td>
</tr>
<tr>
<td>20</td>
<td>Community Nutrition</td>
</tr>
<tr>
<td>21</td>
<td>Diet Therapy - I</td>
</tr>
<tr>
<td>22</td>
<td>Food Preservation</td>
</tr>
<tr>
<td>Pract-IX</td>
<td>Based on Paper 19 &amp; 20</td>
</tr>
<tr>
<td>Pract-X</td>
<td>Based on Paper 21 &amp; 22</td>
</tr>
</tbody>
</table>

Semester – VI

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Food Microbiology, Hygiene &amp; Sanitation</td>
</tr>
<tr>
<td>24</td>
<td>Nutrition Education &amp; Community Nutrition</td>
</tr>
<tr>
<td>25</td>
<td>Diet Therapy - II</td>
</tr>
<tr>
<td>26</td>
<td>Project management, entrepreneurship development and computer skills</td>
</tr>
<tr>
<td>Pract-XI</td>
<td>Based on Paper 23 &amp; 24</td>
</tr>
<tr>
<td>Pract-XII</td>
<td>Based on Paper 25 &amp; 26</td>
</tr>
</tbody>
</table>

Third Year – Textile & Clothing

Semester – V

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Advanced Textile designing and textile testing</td>
</tr>
<tr>
<td>20</td>
<td>Dyeing and printing</td>
</tr>
<tr>
<td>21</td>
<td>Fashion Designing</td>
</tr>
<tr>
<td>22</td>
<td>Embroidery</td>
</tr>
<tr>
<td>Pract-IX</td>
<td>Based on Paper 19 &amp; 20</td>
</tr>
<tr>
<td>Pract-X</td>
<td>Based on Paper 21 &amp; 22</td>
</tr>
</tbody>
</table>
### Semester – VI

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Traditional Textiles and costumes of India</td>
</tr>
<tr>
<td>24</td>
<td>Apparel making</td>
</tr>
<tr>
<td>25</td>
<td>Project management, entrepreneurship development and computer skills</td>
</tr>
<tr>
<td>26</td>
<td>Children’s Clothing</td>
</tr>
<tr>
<td>Pract-XI</td>
<td>Based on Paper 23 &amp; 24</td>
</tr>
<tr>
<td>Pract-XII</td>
<td>Based on Paper 25 &amp; 26</td>
</tr>
</tbody>
</table>

**In addition C-O-P Courses are**

| 1) Beauty and Wellness   | 2) Fashion Designing          |
| 3) Functional English    | 4) Computer Courses           |

### Post Graduate –

**M.Sc. (Microbiology) Semester Pattern – Credit System**

#### M.Sc. Part I
Following subjects are compulsory-

#### Semester I:

<table>
<thead>
<tr>
<th>Theory Course I</th>
<th>MB-501</th>
<th>Microbial Diversity and Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Course II</td>
<td>MB-502</td>
<td>Quantitative Biology</td>
</tr>
<tr>
<td>Theory Course III</td>
<td>MB-503</td>
<td>Cell Organization and Biochemistry</td>
</tr>
<tr>
<td>Practical Course I</td>
<td>MB-511</td>
<td>Microbial Diversity and Systematic</td>
</tr>
<tr>
<td>Practical Course II</td>
<td>MB-512</td>
<td>Cell Biology and Biochemistry</td>
</tr>
</tbody>
</table>

#### Semester II:

<table>
<thead>
<tr>
<th>Theory Course I</th>
<th>MB-601</th>
<th>Instrumentation and Molecular Biophysics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Course II</td>
<td>MB-602</td>
<td>Virology</td>
</tr>
<tr>
<td>Theory Course III</td>
<td>MB-603</td>
<td>Microbial Metabolism</td>
</tr>
<tr>
<td>Practical Course I</td>
<td>MB-611</td>
<td>Biophysics and Virology</td>
</tr>
<tr>
<td>Practical Course II</td>
<td>MB-612</td>
<td>Enzymology and Microbial Metabolism</td>
</tr>
</tbody>
</table>
M. Sc. Part – II

**Semester III:**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Course I</td>
<td>MB-701</td>
<td>Immunology</td>
</tr>
<tr>
<td>Theory Course II</td>
<td>MB-702</td>
<td>Molecular Biology I</td>
</tr>
<tr>
<td>Theory Course III</td>
<td>MB-703</td>
<td>Industrial Waste Water Treatment</td>
</tr>
<tr>
<td>Practical Course I</td>
<td>MB-711</td>
<td>Based on Immunology, Pharmaceutical Microbiology and Environmental Microbiology</td>
</tr>
<tr>
<td>Practical Course II</td>
<td>MB-712</td>
<td>Based on Molecular Biology-I and – II &amp; Microbial Technology</td>
</tr>
</tbody>
</table>

**Semester IV:**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory Course I</td>
<td>MB-801</td>
<td>Pharmaceutical and Medical Microbiology</td>
</tr>
<tr>
<td>Theory Course II</td>
<td>MB-802</td>
<td>Molecular Biology II</td>
</tr>
<tr>
<td>Theory Course III</td>
<td>MB-803</td>
<td>Microbial Technology</td>
</tr>
<tr>
<td>Practical Course I</td>
<td>MB-811</td>
<td>Research Methodology I (Dissertation)</td>
</tr>
<tr>
<td>Practical Course II</td>
<td>MB-812</td>
<td>Research Methodology II (Dissertation)</td>
</tr>
</tbody>
</table>

**M.Sc. Chemistry –**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>CHP-110</td>
<td>Fundamental of Physical Chemistry-I</td>
</tr>
<tr>
<td></td>
<td>CHI-130</td>
<td>Molecular Symmetry &amp; Chemistry of P-block elements</td>
</tr>
<tr>
<td></td>
<td>CHO-150</td>
<td>Basic Organic Chemistry</td>
</tr>
<tr>
<td></td>
<td>CHA-190</td>
<td>Safety in Chemical laboratory &amp; good laboratory practices.</td>
</tr>
<tr>
<td></td>
<td>CHP-107</td>
<td>Practical course (Physical Chemistry)</td>
</tr>
<tr>
<td></td>
<td>CHI-147</td>
<td>Practical course (Inorganic Chemistry)</td>
</tr>
<tr>
<td>II</td>
<td>CHP-210</td>
<td>Fundamental of Physical Chemistry-II</td>
</tr>
<tr>
<td></td>
<td>CHI-230</td>
<td>Coordination &amp; Bioinorganic Chemistry</td>
</tr>
<tr>
<td></td>
<td>CHO-250</td>
<td>Synthetic Organic Chemistry &amp; Spectroscopy</td>
</tr>
<tr>
<td></td>
<td>CHA-290</td>
<td>General Chemistry</td>
</tr>
<tr>
<td></td>
<td>CHI-247</td>
<td>Practical course (Organic Chemistry)</td>
</tr>
</tbody>
</table>

(41)
M.A. Psychology –

<table>
<thead>
<tr>
<th>Semester</th>
<th>Paper Code</th>
<th>Paper Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EP-103</td>
<td>Statistical Methods</td>
</tr>
<tr>
<td></td>
<td>EP-104</td>
<td>Psychology Practical : Tests</td>
</tr>
<tr>
<td>II</td>
<td>EP-201</td>
<td>Learning &amp; Memory</td>
</tr>
<tr>
<td></td>
<td>EP-202</td>
<td>Psychological Testing : Applications</td>
</tr>
<tr>
<td></td>
<td>EP-203</td>
<td>Research Methodology</td>
</tr>
</tbody>
</table>

M.Com. – I

Four Papers –
1) Management Accounting
2) Advance Accounting & Taxation Part-I (Special)
3) Advance Accounting & Taxation Part-II (Special)
4) Strategic Management

M.Com. – II

Four papers –
1) Business Finance
2) Industrial Economics
3) Advanced Auditing Paper III Special
4) Research in Accounting & Project work – Paper IV Special

2. Core options – At under graduate level B.A., B.Com., B.Sc., B.H.Sc., B.C.A,
At post graduate level M.Com. & M. Sc.

3. Elective option - As per above
4. Add on course - COP, Computer courses
5. Interdisciplinary course - Spoken English, COP, Computer courses

6. Flexibility - According to University rules.

- **Choice Based Credit System and range of subject options**
  Affiliating University till date has not provided for choice based credit system for under graduate classes. Credit system has been started for post graduated classes 2013-14 it will be started for PG classes.
• **Courses offered in modular form**
  Nil

• **Credit transfer and accumulation facility**
  Has been started for post graduated classes.

• **Lateral and vertical mobility within and across programmes and courses**
  Lateral and vertical mobility within and across programmes and courses is not offered by the institute.

• **Enrichment courses**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>MS-CIT</td>
</tr>
<tr>
<td>2)</td>
<td>MS-Office + Accounting  i) Certificate  ii) Diploma</td>
</tr>
<tr>
<td>3)</td>
<td>Office Computing  i) Certificate  ii) Diploma</td>
</tr>
<tr>
<td>4)</td>
<td>Certificate in DTP</td>
</tr>
<tr>
<td>5)</td>
<td>Certificate Course in MS-Office</td>
</tr>
<tr>
<td>6)</td>
<td>Certificate Course in MS-Office &amp; Tally</td>
</tr>
<tr>
<td>7)</td>
<td>Certificate Course in DTP</td>
</tr>
<tr>
<td>8)</td>
<td>Multimedia Computer Graphics</td>
</tr>
<tr>
<td>9)</td>
<td>Web Designing</td>
</tr>
<tr>
<td>10)</td>
<td>Career Oriented Courses</td>
</tr>
</tbody>
</table>
1.2.4 Does the institution offer self-financed programmes? If ‘yes’, list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

Institution offers following self-financed programmes at graduate and post graduate level –

<table>
<thead>
<tr>
<th>Name of the Course</th>
<th>Eligibility</th>
<th>Curriculum</th>
<th>Duration</th>
<th>Fees</th>
<th>Teacher Qualification</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Sc. Microbiology</td>
<td>B.Sc.</td>
<td>Pune University Pune</td>
<td>2 Years</td>
<td>37,030</td>
<td>M.Sc. (Microbiology) Ph.D., SET/NET,</td>
<td>As per UGC rules</td>
</tr>
<tr>
<td></td>
<td>(Microbiology)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Com.</td>
<td>B.Com.</td>
<td>Pune University Pune</td>
<td>2 Years</td>
<td>7,250</td>
<td>M.Com. Ph.D., SET/NET,</td>
<td>As per UGC rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.Sc. Chemistry</td>
<td>B.Sc.</td>
<td>Pune University Pune</td>
<td>2 Years</td>
<td>27,380</td>
<td>M.Sc. (Chemistry) Ph.D., SET/NET,</td>
<td>As per UGC rules</td>
</tr>
<tr>
<td></td>
<td>(Chemistry)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.A. Psychology</td>
<td>B.A.</td>
<td>Pune University Pune</td>
<td>2 Years</td>
<td>10,000</td>
<td>M.A. Ph.D., SET/NET,</td>
<td>As per UGC rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Sc. (Home Science)</td>
<td>HSC Passed</td>
<td>Pune University Pune</td>
<td>3 Years</td>
<td>5,000</td>
<td>M.Sc. (Home Science) SET/NET</td>
<td>As per UGC rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T.Y.B.Sc. (Physics)</td>
<td>HSC Passed</td>
<td>Pune University Pune</td>
<td>3 Years</td>
<td>10,000</td>
<td>M.Sc. (Physics) SET/NET</td>
<td>As per UGC rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T.Y.B.Sc. (Mathematics)</td>
<td>HSC Passed</td>
<td>Pune University Pune</td>
<td>3 Years</td>
<td>10,000</td>
<td>M.Sc. (Mathematics) SET/NET</td>
<td>As per UGC rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.C.A</td>
<td>HSC Passed</td>
<td>Pune University Pune</td>
<td>3 Years</td>
<td>27,450</td>
<td>M.C.A. SET/NET</td>
<td>As per UGC rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TYBA (Psychology)</td>
<td>HSC Passed</td>
<td>Pune University Pune</td>
<td>3 Years</td>
<td>5,380</td>
<td>MA</td>
<td>As per UGC rules</td>
</tr>
</tbody>
</table>

Self financed programmes do not differ from other programmes except fee structure.
1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

Skill oriented programmes are mainly started for students to ensure that they are placed in the best possible position to cope with the challenges of academics.

List of courses

**Skill Development Courses**-

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Entrepreneurship Programme</td>
</tr>
<tr>
<td>2)</td>
<td>Radio Lekhan Workshop</td>
</tr>
<tr>
<td>3)</td>
<td>Orientation</td>
</tr>
<tr>
<td>4)</td>
<td>Workshop for students on Molecular Biology, Bioinformatics etc.</td>
</tr>
<tr>
<td>5)</td>
<td>Finishing course</td>
</tr>
<tr>
<td>6)</td>
<td>Internet training</td>
</tr>
<tr>
<td>7)</td>
<td>Sulekhan and Shudh Lekhan</td>
</tr>
<tr>
<td>8)</td>
<td>Home products preparation and training</td>
</tr>
<tr>
<td>9)</td>
<td>Jam, Jelly Production</td>
</tr>
<tr>
<td>10)</td>
<td>Self Defense Training</td>
</tr>
<tr>
<td>11)</td>
<td>Soft Skill Development</td>
</tr>
</tbody>
</table>

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

The University doesn’t provide flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice.

1.3 Curriculum Enrichment -

1.3.1 Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

The academic programmes are designed by the University and goals and objectives of the Institute are integrated through-
1) ICT-
- Open and free access to library
- E-books and journals
- Free Internet Nodes for students
- Purchase of books which supplements the curriculum to meet the goals and objectives
- Computer literacy programme

2) Curricular and Co-curricular activities-
- Guest lecturers of expert personalities through-QIP, Special guidance
- Participation in-Workshop, Seminar and Conferences
- Finishing Courses.
- Organization of Seminars/Workshops.

3) Student Participation-
- Participation of students in co-curricular programmes
- Readers Club
- Study tours
- Film Club

4) Infrastructure improvement-
- Enriching Infrastructure e.g. no. of classrooms, Laboratory facilities
- Provides necessary funds for upgrading the instruments

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

To explicitly reflect the experiences of the students and cater to needs of the dynamic employment market Institute works out in the following way-

Modifications-
The Institution doesn’t have a major role in modifying the curriculum, but the staff members actively participate in the workshops and discussions regarding syllabus framing.
Enrichment-
Considering this and to meet the current global needs, college has started degree and certificate courses dealing different subjects –
- MS-CIT
- DTP
- Office Computing
- Computerized Accounting
- Multimedia
- Computer Hardware
- Web Designing
- COC- Beauty and Wellness, Fashion Designing, Functional English, Computerized Accounting, Computer Courses, Sericulture, Polyhouse Technology, Food Processing.

Organising-
- Finishing course
- Soft Skill Development
- Entrepreneurship enrichment
- Remedial Teaching

The syllabus splitting and planning of curriculum into units topic and chapter wise is done. Coordination between theory and practical courses is carried out. Subjects and topics considering season, availability of material, national and international events etc. are considered while organizing the curriculum.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

Institution always has a lead role in percolating the cross cutting issues to students through activities such as-
- Rallies against female foeticide through NSS
  - *Jagar Janiv abhiyan*
- Lectures on Global Warming, RTI, Computers
- Environment awareness projects
- Environmental Science subject is offered in more groups for FYBSc
- Women Day celebration
- Workshop-Women employability, Swayamsidhha
- Tree Plantation Programme

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• Sound pollution measurement and awareness.
• Pre and Post marital guidance.
• Personal guidance & Counseling Centre
• Women Self Help Groups-Formation, Bank Linkages, Workshops, Training and Market availability.
• Celebration and observations of the days-Language.
• Days, Science Day, World Environmental Day, AIDS day, Ozone
• Free Police recruitment trainings for dropouts and economically weaker class students.
• Free loading and boarding facility to economically weaker section girls.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

• Moral and ethical values
  • NSS & NCC special camps
  • Guest Lectures
  • Film Shows
  • Celebration of days
  • Street plays-Pathnatyaa
  • Mahatma Gandhi Vichar Sanskar Pariksha
  • Extra Mural – Lectures, Programmes
  • Visits to orphanages, old age home
  • Science behind miracles - Lectures and Demonstrations
  • Evening prayers, Yoga, Pranayam
  • Displaying of great literary work pieces of – Thinkers, Social reformers, Philosophers.
  • Songs played in the campus early morning and evening.
  • Sharda Krishi Vahini programmes.

• Employable and life skills
  • Soft skill Programmes
  • Household products preparation Workshop.
  • Incollege canteen programme.
  • Biofertilizer production Training
  • Garland, weni, flower arrangement training
  • Career Oriented Courses
  • Jam, jellies, hanging baskets, Sauce preparation
  • Personality Development Programmes
- **Better career options**
  - Career Guidance Cell
  - Workshop on Employment options (library)
  - Seminars
  - Police training
  - Guest Lectures
  - Finishing Programme

- **Community orientation**
  - National Service Scheme
  - Guest lectures
  - Rallies
  - Hemoglobin checking camp
  - Visits
  - Sound pollution awareness
  - Extramural
  - Environment Awareness programme
  - English language awareness programme in Marathi Medium Z. P. schools

1.3.5 **Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?**

Institution obtains feedback from the parents, representatives from Industries and Institutes. These are analyzed and the outcomes in the form of suggestions and recommendations are conveyed to the respective University departments.

- The motivation for starting –
  - M. Sc. Microbiology
  - M. Com. Programme
  - M.Sc. Organic Chemistry
  - M.A. Psychology
  - T.Y.B.A. Psychology
  - T.Y.B.Sc. Physics and
  - T.Y.B.Sc. Mathematics is the outcome from the same.

- Meetings of Bank Managers was organized and the suggestions were conveyed to BOS, Commerce and accordingly changes were need in the F.Y.B.Com. and S.Y.B.Com. syllabus.

- Home Science syllabus was revised.
1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

- The Institution appoints a committee consisting of a Chairman and members for the monitoring of its enrichment programmes.
- This committee periodically monitors the lectures and practical time tables, attendance.
- Evaluation is on the basis of Exams – Oral, written, practicals, project work, and employability.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

- The institution has no major role in the design of curriculum. It is framed by Board of Studies (BOS) of University.
- Workshops are organized by the college for the restructuring of syllabus and the suggestions from the discussions are conveyed to the BOS Chairman.
- Staff member in Commerce faculty is a BOS member and plays a vital role in curriculum designing.
- Faculty member from Botany department has worked as expert invitee member to frame the syllabus.
- Faculty members participate in the syllabus restructuring workshops.
- College has played a vital role in designing the Home Science syllabi of Pune University.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If ‘yes’, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

Yes – Feedback from students and stakeholders on Curriculum is taken.
Students feedback is taken every year as well discussions are made during the student representative meetings.

- Suggestions are taken from parents, representatives from Industry and Institute, and these are conveyed to the University departments through workshops.
from the same feedback.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

- M. Sc. Microbiology
- M.Sc. Organic Chemistry
- M.A. Psychology
- T.Y.B.Sc. Physics
- T.Y.B.Sc. Mathematics
- T.Y.B.A. Psychology
- BCA

The rationale for introducing new courses was-
- Student Demands
- Parent demands
- Recent Opportunities
- Future Research and Development
- Global competency
- Industry demands
- Need based

Any other relevant information regarding curricular aspects which the college would like to include.
2.1 Student Enrolment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

The college ensures wide publicity and transparency in the admission process in following ways

- **Prospectus:** The institution gives wide publicity to the admission process through prospectus which contains all guidelines and rules regarding the admission.
- **Advertisement:** Since last five years because of response from the parents, academic assurance & environment, admission programmes are not advertised. However, for Home Science Faculty, B.C.A., M.Sc. and M.Com. courses the admission program is advertised in news papers.
- **Website:** Our Institute gives wide publicity to the admission process on website (www.shardawomenscollege.org)
- **College Magazine:** We publish detail information regarding the outputs of various activities in the College Magazine “Shardiya”.
- **Information brochure is** sent to various colleges having B.Sc. Microbiology at undergraduate level for M.Sc. admissions.
- **Information brochure is** circulated to various colleges for the admission to B.H.Sc. and B.C.A.
- Overwhelming response due to publicity by parents of past students about the campus.
- Displaying the Admission process at the accessible sites in the campus.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution

a) **Criteria adopted for admission:**

- Admission to courses B.A., B.Com, B.Sc. and B.H.Sc. degree courses and M.Com. and M.Sc. (Microbiology) are given according
to the guidelines and rules of the Pune University, Pune, and State Government of Maharashtra on the basis of marks at the previous qualifying examination.

- Admission to courses B.A., B.Com, B.Sc. and B.H.Sc., the students who have qualified XIIth examination are directly admitted. There is no merit or entrance test for admission to these courses.
- Students who have passed B.Sc. Microbiology and B.Com. degree are eligible for admission to M.Sc. Microbiology and M.Com respectively.

**Process of admission:**

- Committees are formulated for admission to various classes of B.A. and B.Com.
- In-charge Science Faulty gives admissions to B.Sc. and B.H.Sc. degree courses.
- Admission lists are displayed on notice boards.
- Admission at special level are given as per university rules and preferences filled by students.
- For admissions to B.A. degree course five group of subjects are available, student can select any one group.
- For admission to B.Com. degree course students can select subject available in the college.
- For admissions to B.Sc. degree course students have to select any one group from five group of the subjects.
- For admission to the professional course B.C.A, Pune University, Pune, conducts CET and prepares merit list and students are admitted according to the guidelines of University of Pune.
2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

<table>
<thead>
<tr>
<th>Name of Programme</th>
<th>Academic Year</th>
<th>S.P.M.M. Shardangar, Baramati</th>
<th>T.C. College, Baramati</th>
<th>V.P. College, Baramati</th>
<th>M.S. Kakade College, Someshwarginagar</th>
</tr>
</thead>
<tbody>
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<td></td>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>2010-11</td>
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</tr>
<tr>
<td>2011-12</td>
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<tr>
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<tr>
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<td>75%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Parents prefer to admit girls in our college as compare to other colleges located in an around our locality because of the following reasons:

- Women’s college
- Having good hostel, canteen, health and other infrastructural facilities.
- Completion of syllabi well within schedule and track record of results.
- Institute adopts nearly one hundred girls who cannot continue their education due to dismal financial condition or who are orphans.
- Along with degree education students are provided with additional skill based programmes.
- To groom students the Institute has many co-curricular and cultural programmes.
- Home science at degree level is available only in our college.

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If ‘yes’ what is the outcome of such an effort and how has it contributed to the improvement of the process?

Yes,
The admission committee takes review of admission process and student profile every year. The suggestions of the committee are considered for improvement.

Outcomes and Improvements:

- Students face difficulties to pay fees in college office therefore change has been made in paying the fees in bank. This mode is easy and suitable to maintain accounts.
- Earlier admission process was manual and time consuming, to overcome this problem the admission process is partly computerized.
- Less number of subjects were available earlier, now more options are available to students seeking admission to B.A. and B.Sc. degree courses.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion.

- SC/ST
• OBC
• Women
• Differently abled
• Economically weaker sections
• Minority community
• Any other

• The institution has established college for education of women in the rural area. Therefore looking at the profile, girls from rural areas of six to eight districts seek admission in the college.
• Differently-abled students are admitted to all classes as per their demands.
• The institution provides free accommodation, food etc. to hundred girls who cannot continue their education due to financial inability of their families.
• Institution has large capacity to accommodate girls in its hostels hence girls from various parts of state seek admission in the college.
• Girls having edge in sports / cultural activity are given additional facilities.
• Good hostel and canteen facilities are available.
• The College adopts the policy of reservation for wards of ex-serviceman etc.
• The college has facility of remedial coaching for SC/ST/OBC students which enhance the percentage of students from this category.
• This region has more population of NT category hence girls from this category find more percentage in the admission.
• We provide admissions as well as all facilities to the sports persons.
• Admissions are open to all girls from minority community are given priority in hostel accommodation.

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.
<table>
<thead>
<tr>
<th>Programmes</th>
<th>Number of applications 2008-09</th>
<th>No. of students admitted 2008-09</th>
<th>Demand Ratio</th>
<th>Number of applications 2009-10</th>
<th>No. of students admitted 2009-10</th>
<th>Demand Ratio</th>
<th>Number of applications 2010-11</th>
<th>No. of students admitted 2010-11</th>
<th>Demand Ratio</th>
<th>Number of applications 2011-12</th>
<th>No. of students admitted 2011-12</th>
<th>Demand Ratio</th>
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<td>187</td>
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<tr>
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<td>1:1</td>
<td>37</td>
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<td>1:1</td>
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<td>26</td>
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<tr>
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<td>62</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Number of applications 2012-13</th>
<th>No. of students admitted 2012-13</th>
<th>Demand Ratio</th>
<th>Number of applications 2013-14</th>
<th>No. of students admitted 2013-14</th>
<th>Demand Ratio</th>
<th>Number of applications 2014-15</th>
<th>No. of students admitted 2014-15</th>
<th>Demand Ratio</th>
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</thead>
<tbody>
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<td>1:1</td>
<td>162</td>
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<td>116</td>
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<td>210</td>
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<td>1:1</td>
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<tr>
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<td>69</td>
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<tr>
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<table>
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<th>Programmes</th>
<th>Number of applications 2012-13</th>
<th>No. of students admitted 2012-13</th>
<th>Demand Ratio</th>
<th>Number of applications 2013-14</th>
<th>No. of students admitted 2013-14</th>
<th>Demand Ratio</th>
<th>Number of applications 2014-15</th>
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<td>6</td>
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<td>1</td>
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<td>1:1</td>
<td>22</td>
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<tr>
<td>M.A. (Psy)</td>
<td>15</td>
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<td>1</td>
<td>1:1</td>
<td>15</td>
<td>15</td>
<td>1:1</td>
</tr>
</tbody>
</table>

- College has taken permission for additional division for B.Sc. course.
- For B.Com. and M.Com. permission has taken to start the banking and
finance subject.

- Fluctuation is numbers over the period are not drastic. However admission to Arts and Commerce faculty are slightly reduced due to emphasis for admission to Home Science.
- Looking to the specialization at B.Com. Feeder to specialization to M.Com. has to be changed. Therefore college has sought permission to start M.Com. (Banking and Finance)

2.2 Catering to Diverse Needs of Students

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

To cater the needs of differently-abled students, the Institution runs the following programmes:

- Ramps are constructed to the side of stair cases at ground floor.
- The institution provides facilities of all types of govt. scholarships to the students belonging to respective categories according to the provision and rules of Central and State Government.
- Apart from the scholarships available, faculty in the Institution helps differently-abled students personally through the tutor-ward system.

2.2.2 Does the institution assess the students’ needs in terms of knowledge and skills before the commencement of the programme? If ‘yes’, give details on the process.

- Yes

Assessment of knowledge -
A proficiency test in English is conducted immediately after the admissions of the students for B.A., B.Com. and B.Sc. part I to assess their minimum knowledge in English. Oral tests are conducted for other subjects. Students with weak performance are given guidance accordingly and for other subjects a brief review of what the student has learnt relating to that particular subject in previous class is taken before actual teaching the course content. The proficiency test & the received information during earlier classes ensure to bridge knowledge gap if any & enable the students to cope up with the new programme.

- Department of Psychology conducts Interest / Inventory, IQ Test, Study Involvement inventory using set procedure.

(58)
• Teachers assesses the students needs about knowledge in the classroom before beginning of a session.
• SWOT analysis of students at entry level is done in the orientation programme using set procedure.

Skills -
• Proficiency test in communicative English is conducted by the Department of English.
• Writing Skills are assessed by the Department of Marathi for the students of B.A.
• Aptitude tests are conducted for students by the Department of Psychology by using procedure.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.)

Strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to cope with the programme of their choice are –
• All the students must be computer literate to search study material and have access to various knowledge domains for the same.
• Institution has started two add on programmes in computers i.e. Computerized Accounting and Computer courses designed for B.A. and B.Com. students. MS-CIT course is made available to students in the Institute.
• Free Internet facility is made available in library, computer labs and in science departments. Students are given training on use of Internet search tools.
• Besides theory, students must acquire application of knowledge in practical life / practice. Add on programmes are given to the students of science stream to bridge theory and its applications.
• At entry point the students are new to the college environments. Therefore orientation programme is given to these students to familiarize them to college environment / discipline, academic direction etc.
• Remedial teaching is being conducted for SC/ST/OBC and other disadvantaged to cope with programmes of their choice.
• To build confidence, enrich special skills, and for proficiency students are given special programmes.
• Soft Skill Development Programme is given to the students of
final year degree course at the beginning of the academic year.

- Finishing programme is given to the students of final year degree course at the end of the academic year.
- Students must be developed into entrepreneurs hence, Entrepreneurship development programme is given to students of commerce faculty.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

- Institute organizes ‘Parivartan’ lectures of various eminent personalities from different fields for staff and students.
- Visits and interviews of outstanding personalities are organized by the college for the staff and students.
- Rallies are organized to sensitize students on various social evils like female foeticide.
- Work culture / labour, Social approach is developed in students through N.S.S. and N.C.C. programmes.
- Rallies / lectures of the students and staff are organized on various environmental issues. Visits of students and staff are also organized to Sanctuaries, Forts etc.
- Programmes of NGOs like Anandwan are organized to sensitize staff and students.
- Visits of staff and students are organized to differently abled / Remand Home / Orphanage / Old age home.
- Tree plantation programmes are carried successively.
- Through pre and post martial personal guidance centre, department of psychology provides counseling to students and staff. Feedback given by this counseling centre is useful to identify the problems regarding gender issue programmes. The department of psychology, NSS and NCC of the institute undertake programs to sensitize the students on gender inclusion, human rights, legal literacy and environmental issue.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

- Each department finds out advanced and slow learners through their performance in test/tutorial/examination, checking their academic
records and overall performance.
- Initiative is inculcated among the advanced learners through various activities such as: seminar, group discussion, essay competition, subject quiz, and test.
- The students are encouraged for collection of subject terminologies, paper reading and writing articles.
- Institute organizes guest lecturers of eminent persons/experts as per the interest of students.
- Department of Psychology conducts Interest / Inventory, IQ Test, Study Involvement inventory by set procedure.
- Teacher assesses the students’ needs about knowledge in the classroom before beginning of a session.
- SWOT analysis of students at entry level is done in the orientation programme by set procedure.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

a) The institution collects and analyses data from
- Academic history/Parent feedback
- Attendance records
- Academic counseling report
- Faculty feedback by the students
- Student behavior and attitude
- Subject/Classroom/Lab involvement
- Performance in class test and assignments

b) For the slow learners, extra coaching is given by arranging extra lectures, supplying special reference books and personal guidance. Library also provides question papers of previous years to prepare themselves well.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blueprint, etc.)

Planning and organization of teaching, learning and evaluation schedules is done in the following ways –
• Teaching days available in two terms are scheduled in academic calendar.
• Academic calendar is prepared by the Academic Calendar Committee.
• The committee interacts with Head of the Departments in this regard. Each department gives inputs to the committee for preparation of the Academic calendar.

• The lecture hours for completion of syllabus of each paper, Holidays falling in between, tests tutorials midterm exams, etc are considered while preparing the calendar.
• The calendar is discussed and prepared by the committee it is once again discussed in the meetings of the Head of Departments and then finalized.

Teaching Plan –
• Every teacher prepares the teaching plan for the course allotted to him. While preparing the plan he considers lecturing hours available to him.
• The teacher discuss it with other colleagues and head of the Department. The teaching plan is submitted to the Faculty Incharge.
• The teachers adhere to the teaching plan to the maximum extent.
• The teaching plan and academic calendar is displayed on the notice board for information of students

Evaluation Blue print –
• Examination committee prepares the Evaluation Scheduled for each term. In this scheduled CCIA and mid-term examinations are conducted at college level. Evaluation of students by tests, tutorial, seminars and group discussion conducted through each Department separately.
• The lectures under QIP are scheduled departmentwise and organized.
• Remedial coaching lectures schedule is displayed for SC/ST/OBC students they are planned and organized displayed.

2.3.2 How does IQAC contribute to improve the teaching–learning process?

- IQAC contributes in improving Teaching–Learning process in the following ways –
  • The IQAC reviews difficulties faced by the staff on monthly basis.
  • IQAC promotes staff to make use of educational clips available
on various websites, power point presentations, educational CDs, animations etc.

- To enhance understanding of certain topics field visits / site visits / industrial visits / science institute visits / Bank visits etc. are asked to be organized.
- Teacher training programmes are organized by the IQAC for staff.
- IQAC promotes students to participate in Avishkar.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

- Student-centric learning -
The institution supplements the following activities in teaching and learning process to make learning more effective and student centric:
  - Seminar, book review, group discussion, preparing wall paper, collecting subject terminology, essay writing competition, elocution, quiz, survey, project work, interview techniques, personality development course, preparing for various competitive exams, and study tour.
  - Students are encouraged to take part in different curricular and co-curricular activities like NSS, NCC, cultural programmes and to participate in lead college activities conducted by different colleges.
  - Guest lectures of distinguished persons from different fields are arranged for all students. The Quality Improvement Programme facility is availed by college for students regularly.

All above activities promote the students to acquire life skills, values, knowledge, management skills and lifelong learning.

Support structures and systems –
To enhance interactive, collaborative and independence learning the institution provides following supports to teachers -
  - LCD projectors are provided to all Departments.
  - Interactive Boards, Internet facility to all Departments.
• INFLIBNET, e-books and online journals are subscribed by the institute.
• Teacher Training programmes, visits etc. are organized.
• Inter departmental workshops are organized.
• Language laboratory is established to enhance English learning by students.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

- The institution nurture the students for critical thinking, creativity and scientific temper by following practices:-

**Critical Thinking** -
• Debate / Elocution
• Group discussion
• Quiz competition
• Paper writing and presentation.
• Lectures of eminent writers / scientists etc. are organized.

**Creativity** -
• Preparation of household products
• Canteen by Home Science Department.
• Organization of exhibitions.
• Essay writing competitions.
• Flower arrangements
• Student research projects / publications in scientific literature
• Articles in college magazine / wall paper.
• Poetry competitions.

**Scientific temper** -
• Lectures are organized to develop scientific temper.
• Street Plays are organized to eradicate blind faith or to remove social evils.
• Visits to science / research institutes.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and
Communication Technology (NME-ICT), open educational resources, mobile education, etc.

- e-classroom to conduct recorded lectures, power point presentations etc.
- Internet facility is provided to all science departments.
- Interactive board for recording of previous lecture. LCD projectors are given to all departments.
- INFLIBNET, e-journals and e-books are made available in library.
- Virtual classroom and Studio in Pune is being prepared.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Students and staff are exposed to advanced level of knowledge through –
- Organizing seminars / workshops / conferences on the campus.
- Special lectures of eminent scholars are organized for students of all streams.
- Faculty members are encouraged to participate / present their research work in seminars / conferences etc. outside the campus.
- Visits of staff and students are organized to research Institutes / universities / industries / places of their interest.

2.3.7 Detail (process and the number of students \ benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring / academic advise) provided to students?

Academic support to students is as follows –
- Book bank facility is for economically poor students. Number of students benefited are shown in following table –

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>252</td>
<td>198</td>
<td>175</td>
<td>180</td>
<td>169</td>
<td>162</td>
<td>210</td>
</tr>
</tbody>
</table>

(65)
• Earn and Learn Scheme is implemented in college to support financially weak students. The no of students benefited are shown in the following table.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Academic Year</th>
<th>No. of Beneficiaries</th>
<th>Amount paid by College (Rs)</th>
<th>Amount paid by University (Rs)</th>
<th>Total Amount (Rs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>2004-2005</td>
<td>30</td>
<td>27295=00</td>
<td>27705=00</td>
<td>55000=00</td>
</tr>
<tr>
<td>2)</td>
<td>2005-2006</td>
<td>36</td>
<td>25770=00</td>
<td>25770=00</td>
<td>51540=00</td>
</tr>
<tr>
<td>3)</td>
<td>2006-2007</td>
<td>43</td>
<td>38933=00</td>
<td>38932=00</td>
<td>77865=00</td>
</tr>
<tr>
<td>4)</td>
<td>2007-2008</td>
<td>70</td>
<td>89682=00</td>
<td>102684=00</td>
<td>192366=00</td>
</tr>
<tr>
<td>5)</td>
<td>2008-2009</td>
<td>78</td>
<td>62634=00</td>
<td>125090=00</td>
<td>187724=00</td>
</tr>
<tr>
<td>6)</td>
<td>2009-2010</td>
<td>76</td>
<td>66668=00</td>
<td>116692=00</td>
<td>183360=00</td>
</tr>
<tr>
<td>7)</td>
<td>2010-2011</td>
<td>57</td>
<td>29265=00</td>
<td>104715=00</td>
<td>133980=00</td>
</tr>
<tr>
<td>8)</td>
<td>2011-2012</td>
<td>68</td>
<td>31220=00</td>
<td>124460=00</td>
<td>155680=00</td>
</tr>
<tr>
<td>9)</td>
<td>2012-2013</td>
<td>76</td>
<td>52320=00</td>
<td>145600=00</td>
<td>197320=00</td>
</tr>
<tr>
<td>10)</td>
<td>2013-2014</td>
<td>68</td>
<td>36081=00</td>
<td>148919=00</td>
<td>185000=00</td>
</tr>
<tr>
<td>Total</td>
<td>602</td>
<td></td>
<td>459868=00</td>
<td>960567=00</td>
<td>1419835=00</td>
</tr>
</tbody>
</table>

• Students who cannot continue their education due to financial reasons are adopted by the Institute so that they complete their education. The no. of students benefited are 602.
• Teachers play the role of mentors in case of needy students.
• Premarital and post marital counseling is given to all under graduate and post graduate students.
• Inventory and 16 PF tests are conducted for students by Psychology Department. The no. of students benefited are 200.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

- Innovative teaching approaches / methods adopted by the faculty during last four years are –
  • Learning through observations.
  • Use of technology in teaching.
  • Use of Animations in teaching.


- Demonstration / Experiments in teaching.
- Clips / Films while teaching History.

**Institute Support** -

- Audio-visual aids.
- Library enrichment
- Internet section in Library for students.
- e-classroom
- LCD projector
- Educational CDs & films are provided by the Institute.
- Language Laboratory.
- Internet facility provided to Department.

**Impact –**

The impact of same is seen as-Involvement / participatioal attendance / queries / interest / reference of the library books / emotional behavior of students is changed / understanding is improved.

**2.3.9 How are library resources used to augment the teaching-learning process?**

- Books
- Journals
- e-resources
- CDs / Videos

- Books and journals recommended by the staff are procured in the library and issued to the staff for referencing.
- List of references is displayed to students for lending books.
- Internet facility is made available to staff and students.
- Films / CDs are made available.
- Internet training to students is organised.
- The film shows on the topics are played in the classroom.
- Inflibnet service is made available to students and the staff.
- Journals on various subjects are prescribed.
- e-Journals and reviews are prescribed.

**2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If ‘yes’, elaborate on the challenges encountered and the institutional approaches to overcome these.**

(67)
Institution till now has not faced any challenge in completing the curriculum within the planned time frame and calendar.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

- The institute monitors and evaluates the quality of teaching and learning in following ways –
  - Syllabus and time-table is distributed to teachers in particular subject by Head of the Department.
  - Head of the Department monitors the lecturing, practical hours, and completion of the syllabus.
  - Head of the Department takes review of the syllabus completion and difficulties faced by the staff.
  - The progress is discussed in the meetings with Faculty Incharge and Heads of the Departments with Principal.
  - Quality of teaching-learning is evaluated by taking tests, tutorials, midterm examinations, continuous comprehensive internal assessment, seminars, group discussion, practice examinations.
  - Result analysis is done by individual teacher and the outcome is submitted to the Faculty Incharge.
  - Video Recording of the lectures is also done and suggestion for improvement are given to individual teachers.
  - Feedback about teaching of teachers are collected. After analysis corrective measures are taken.
  - Suggestion box is kept for students where any kind of suggestion from students is welcomed.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

- Strategies adopted by the college in planning and management of its human resource
  - Workload in the form of lectures and practical hours has to get approved from University and Government.
- The distribution of faculty is done as per reservation policy of the Govt.
- Once it is approved by both University and Govt. it is widely published as per norms and the staff is recruited.
- Retention of the staff is not the major problem in our institution.

<table>
<thead>
<tr>
<th>Highest qualification</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Permanent teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.Sc./D.Litt.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
<td>04</td>
<td>02</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>PG</td>
<td>-</td>
<td>-</td>
<td>05</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Total</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>02</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>01</td>
</tr>
<tr>
<td>PG</td>
<td>-</td>
<td>-</td>
<td>05</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>M.Phil.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>PG</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.4.2 How does the institution cope with the growing demand/scarcity of qualified senior faculty to teach new programmes/modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

- Institute has introduced two new programmes i.e. Bachelor in Computer Applications and Bachelor in Home Science at degree level.
- Qualified faculty is a problem in this area. Temporary teachers with Post graduate qualification are appointed to teach these programmes.
- Workshops of expert faculty are organized for students of these
courses.
- Visiting faculty is called to deal with difficult topics.
- e-resources are used to deal difficult areas.

**To avoid the scarcity of permanent staff:**

- Wide publicity is given to recruit the qualified staff.
- Ladies staff appointed has been given on campus accommodation.

**Outcomes**

- In spite of wide publicity and other facilities provided to the faculty, due to paucity of qualification teachers there is difficulty in getting the qualified staff.

**2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.**

**A) Nomination to staff development programmes**

<table>
<thead>
<tr>
<th>Academic Staff Development Programmes</th>
<th>Number of faculty nominated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresher courses</td>
<td>20</td>
</tr>
<tr>
<td>HRD programmes</td>
<td>10</td>
</tr>
<tr>
<td>Orientation programmes</td>
<td>04</td>
</tr>
<tr>
<td>Staff training conducted by the university</td>
<td>01</td>
</tr>
<tr>
<td>Staff training conducted by other institutions</td>
<td>03</td>
</tr>
<tr>
<td>Summer / winter schools, workshops, etc.</td>
<td>16</td>
</tr>
</tbody>
</table>

**B) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning**

- Teaching learning methods/approaches
- Handling new curriculum
- Content/knowledge management -
- Selection, development and use of enrichment materials
- Assessment
- Cross cutting issues
- Audio Visual Aids/multimedia
- OER’s
- Teaching learning material development, selection and use

- Teaching learning methods/approaches
  - Training was given to staff and students to access INFLIBNET service.
  - The college organized programmes to motivate teachers to prepare computer aided teaching/learning materials, mostly using software’s and other electronic tools.

- Handling new curriculum
  - To handle new curriculum institute has organized workshops in Home Science, Geography and Microbiology

- Content/knowledge management
  - Training was given to the staff for the use of e-learning resources.

- Selection, development and use of enrichment materials
  - The college subscribes number of journals related to different disciplines. We have access to INFLIBNET and it helps us to gather information as required.
  - Selection, development and enrichment resources are made available in library.

- Assessment
  - Teacher quality is assessed through self appraisal and Academic Performance Indicators.

- Cross cutting issues
  - The institute is conscious about cross cutting issues like Gender, Environment education, global warming, water management, RTI etc. The institute arranges lectures of scientists, social workers and expertise in that area for faculty and students as well.

- Audio Visual Aids/multimedia
  - Faculty is trained in using Audio Visual Aids.

- OER’s (Open educational resources)
  - The course materials like modules, textbooks, videos, software’s, are made available in the departments and central library to use and reuse for teaching, learning, and research. The faculty members are trained to use the open educational resources for their teaching course.

- Teaching learning material development, selection and use
  - Majority of faculty members have completed successfully MSCIT Course. The faculties are trained and given free access to internet
which helps them to collect learning material. The college has central library with sufficient number of references for each course.

- Training was given to staff to access e-books and e-journal through INFLIBNET service.
- The college organizes seminars and conferences which helps to update the knowledge of faculty members.
- Practical manual for Microbiology subject is prepared and given to the use of students.
- Department of Physics gives workbook to students every year.

C) Percentage of faculty

- invited as **resource persons** in Workshops / Seminars / Conferences organized by external professional agencies
- **participated** in external Workshops / Seminars / Conferences recognized by national/ international professional bodies
- **presented papers** in Workshops / Seminars / Conferences conducted or recognized by professional agencies

- Resource persons :- 17%
- Participated in workshop :- 100%
- Presented paper :- 48%

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

- The institution provides full support for the professional development of the faculty. The faculties are encouraged to pursue their M. Phil. and Ph. D. through faculty development schemes.
- The institute encourages teachers and deputes them to attend refresher, orientation programmes and short term courses.
- The institute grants duty leaves and provides financial support to attend the conferences, seminars and training programmes organized by other institutes, Universities and Research Organizations.
- The institution also conducts number of seminars, workshops and special lectures for the benefit of faculty and students.
- Major and Minor Research Projects.
- BCUD Projects.
2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

- No faculty has received any state or national award. However, some of the faculty members have received Local Teacher Awards.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

- Institution has not introduced evaluation of teachers but feedback on teachers is collected. The institute analyses feedback at the end of academic year. The faculty members whose performance is contemptible are suggested to improve. Video recording of lectures of the faculty is done. It is analysed and suggestions are given to the staff members for improvement.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

- Institution has formulated examination committee.
- This committee displays the Time-table to students and staff one month earlier.
- Nature of examination / test etc. is communicated to the students well in advance on notice board as well as in classrooms.
- University examination schedule is displayed for the students.
- After tests / examination the papers are assessed and the performance is communicated to students.
- Students are informed about the schemes of evaluation.
- Students are made aware of importance of internal tests / attendance / assignments as the eligibility criteria for final examination.
- Students are made aware of schemes of marking in oral examination.
- Seminar / presentation / group discussion are conducted to evaluate presentation skills / understanding of the students. They are informed about the scheme of marking for it.
2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

- First year examination of all degree courses are conducted, evaluated and the results are declared by the college. It is the major reform of University of Pune adopted by the colleges affiliated to the University of Pune.

- For B.Com. course project, oral, term end examination introduced by University of Pune are adopted by college.

- Continuous comprehensive internal assessment for B.Sc. scheme introduced by University of Pune has been adopted by the college.

- Term end examination introduced for B.A. and B.Com. courses by University of Pune has been adopted by the college.

- Reforms initiated by the institution – Term end examination for F.Y.BSc. has been initiated by the college.

- Group discussion / oral / seminars / are introduced for B.A. and B.Com. programmes.

The institution has adopted all evaluation reforms of the parent university. The following table shows the distribution of marks for different classes.

<table>
<thead>
<tr>
<th>Course</th>
<th>University exam. External marks</th>
<th>College exam. Internal marks</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.Y.B.Sc.</td>
<td>80</td>
<td>20</td>
<td>10 Internal marks for each term.</td>
</tr>
<tr>
<td>S.Y.BSc./T.Y.B.Sc.</td>
<td>40</td>
<td>10</td>
<td>Semester pattern</td>
</tr>
<tr>
<td>F.Y./S.Y./T.Y.B.A.</td>
<td>80</td>
<td>20</td>
<td>Annual pattern</td>
</tr>
<tr>
<td>F.Y./S.Y./T.Y.B.Com.</td>
<td>80</td>
<td>20</td>
<td>Annual pattern 10 marks Oral exam. For some subjects</td>
</tr>
<tr>
<td>F.Y./S.Y./T.Y.B.H.Sc.</td>
<td>40</td>
<td>10</td>
<td>Semester pattern</td>
</tr>
<tr>
<td>M.Sc/M.Com</td>
<td>80</td>
<td>20</td>
<td>Annual pattern</td>
</tr>
</tbody>
</table>

The university has also provided guidelines regarding Continuous and Comprehensive Internal Assessment (CCIA).

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?
- The reforms introduced by the University and College are effectively implemented in the following ways –
  - The Evaluation Pattern System is communicated to the staff and students.
  - The Examination Committee set up by the college plans the schedule of all tests / orals / examinations / term end examination well in advance and communicate it to staff and students. The committee monitors the implementation of the plan.
  - Assessment and results are prepared and displayed for the information of students.
  - Comprehensive software is used for conducting all such examinations and result preparation.
  - Chief Examination Officer has been appointed to conduct exams.

2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

- Details on formative evaluation approaches –
  - The institution evaluate for educational / psychological / emotional / social / cultural and physical development of students throughout the year.
  - The students are motivated to participate in cultural / sports / social activities. Many of the students are excelled in sports / elocution / debate / essay writing competitions.

Details on Summative evaluation –
  - Various evaluation methods are used to evaluate students e.g. Tests / Orals / Seminars / Midterm examination / Projects.
  - Result of such activities, examinations are pulled at the end of the academic year.

Examples -
  - As an example of formative evaluation many students excel in the sports activities at University / Regional / Inter University / State / National / Zonal competitions.
  - Student excel in cultural activities like debate / elocution competitions. It has boosted the confidence of the students and vibrancy in the college.

Summative evaluation -
  - Due to continuous comprehensive internal assessment / tests /
tutorials / seminars / orals students get insight in the topics and they face final examinations confidently. It has improved to the overall development of the students.

2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course / programme? Provide an analysis of the students results / achievements (Programme / course wise for last four years) and explain the differences if any and patterns of achievement across the programmes / courses offered.

- The performance of the students in various types of examination is flashed on notice board periodically for their information.
- Institution monitors and communicates the progress and performance of students through the duration of the course in following ways -

The following table shows result analysis of the last four years -

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree</th>
<th>B.A.</th>
<th>B.Com.</th>
<th>B.Sc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>Appeared</td>
<td>168</td>
<td>150</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td>% Pass</td>
<td>95.24</td>
<td>98.00</td>
<td>89.31</td>
</tr>
<tr>
<td></td>
<td>First Class</td>
<td>49</td>
<td>51</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Distinction</td>
<td>09</td>
<td>56</td>
<td>39</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Appeared</td>
<td>155</td>
<td>106</td>
<td>132</td>
</tr>
<tr>
<td></td>
<td>% Pass</td>
<td>94.9</td>
<td>100</td>
<td>88.60</td>
</tr>
<tr>
<td></td>
<td>First Class</td>
<td>52</td>
<td>63</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Distinction</td>
<td>07</td>
<td>38</td>
<td>05</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Appeared</td>
<td>142</td>
<td>116</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>% Pass</td>
<td>93</td>
<td>98.27</td>
<td>89.47</td>
</tr>
<tr>
<td></td>
<td>First Class</td>
<td>48</td>
<td>-</td>
<td>43</td>
</tr>
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<td></td>
<td>Distinction</td>
<td>20</td>
<td>-</td>
<td>22</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Appeared</td>
<td>136</td>
<td>97</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>% Pass</td>
<td>96.50</td>
<td>91.75</td>
<td>77.48</td>
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<td></td>
<td>First Class</td>
<td>58</td>
<td>-</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Distinction</td>
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<td>-</td>
<td>19</td>
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<tr>
<td>2012-2013</td>
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<td>173</td>
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<tr>
<td></td>
<td>% Pass</td>
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<td></td>
<td>First Class</td>
<td>56</td>
<td>50</td>
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</tr>
<tr>
<td></td>
<td>Distinction</td>
<td>40</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Appeared</td>
<td>133</td>
<td>132</td>
<td>102</td>
</tr>
</tbody>
</table>

(76)
2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

- Significant improvements in rigor and transparency made by the institution are –
  - Internal assessment schedule is displayed well in advance.
  - The pattern of examination is made available to the students.
  - The results are displayed for information of the students.
  - Subjectwise analysis of results is done and communicated to the
through seminars / group discussion / orals communication skills / contexts / understanding of the students are assessed and the students are made aware of their weak and strong points.

- The system is made robust by examination committee.
- For behavioral changes we organize discourse / lectures / prayers / visits / NSS / NCC activities.
- Answer sheets of CCIA examination are shown to the students.
- Along with University and college examination, students are thoroughly assessed for various competition, quiz, seminars etc.

2.5.7 **Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If ‘yes’ provide details on the process and cite a few examples.**

- Yes,
  Details on the assessment as an indicator for evaluating student performance, achievement of learning objectives and planning –
  - Through internal examinations / university examinations students are grouped into slow learners, moderate and advanced learners.
  - The objectives of the study course are judged through performance of the students in seminar/group discussion/examination/modules.
  - So as to enhance abilities workshops / seminars / group discussions / exposure to external environment is done.
  - ABC analysis is carried out.
  - Presentation Skills are judged.
  - Communication skills are observed through various activities.

2.5.8 **What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?**

- Grievances of the students regarding evaluation are redressed as follows –
  - Student writes to the Principal about the grievance.
  - Examination committee as per the provisions in act / statute / ordinances of the University photocopy of the answer book is given to the students.
  - If there is any substance in the grievance answer book of such students are re-assessed and the change in the marks if any is communicated to the students.
- The grievance regarding oral examination / practical examination is redressed during the examination itself.
- Copying cases of the students are placed before lapses committee for redressal.
- Verification of marks of the student is done as per the set procedure and ordinance.
- Marks correction if any is done as per set procedure and ordinances.

2.6 Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If ‘yes’ give details on how the students and staff are made aware of these?

Yes

- **Learning outcomes**
  - Insight in the subject.
  - Scientific temperament.
  - Skills development.
  - Communication.
  - Research aptitude.
  - Confidence.
  - In classrooms.

**Staff and students are made aware of these learning outcomes by**
  - Display at accessible sites.
  - Brochure.
  - During orientation programme.
  - Discussion in the staff meetings.

2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

- Teaching, learning and assessment strategies of the institution structured to facilitate the achievements of the learning outcomes are as follows:
  - Faculty enrichment.
  - Students’ involvement in the teaching learning process.
  - Continuous comprehensive internal assessment.
  - To solve our problems in our own way, human resource is channelized through activities leading to development of research aptitude.
- Guest faculty to teach special topics.
- Visits and tours to the Research Institutes, Industries, Places of interests to the particular study groups.
- Use of Teaching Aids to facilitate learning.

2.6.3 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

- Measures / initiatives taken by the institution to enhance the social and economic relevance are –
  
  - Career oriented course are offered to the students to acquire extra skills for employability.
  - Special course on communication skills is offered to the students.
  - Workshops like entrepreneurship development programme are offered.
  - Additional programmes along with the academic programme are organized for students in each department e.g. Chemistry, Botany, Microbiology, Home Science.
  - Dissertations is a part of syllabus for M.Sc. students for development of research aptitude / innovation.
  - Police Training programme for recruitment of the female students is organized yearly.
  - Bank recruitment / competitive examination cell offers the training / preparative programme.
  - Software training programme are offered to students.

2.6.4 How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?

- Collection of data and analysis of student learning
  
  - Results of various examinations, activities, competitions etc.
  - Feedback.
  - Admission forms.
  - Progression to higher education.
  - Employability.

Retrieval of data

- ABC analysis.
- Communication and presentation skills.
- Understanding level.
- Student interest - liking and disliking.

Overcoming barriers –planning
- Remedial teaching.
- Organization of skill imparting workshop.
- Counseling.
- Communication English course
- Use of e-resources.
- Use of different techniques of teaching.

2.6.5 How does the institution monitor and ensure the achievement of learning outcomes?

- Learning outcomes are monitored and ensured through –
  - Administrative structure like Principal-Incharge-Heads of Department, committees monitors the implementation plans intended to achieve the learning outcomes.
  - The learning outcomes are ensured through examination/results/employability of our students.

2.6.6 What is the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

- Graduate attributes specified by the college are –
  - Sensitive to human values.
  - Skilled.
  - Committed.
  - Responsible.

The college ensures the attainment these attributes through-
- NSS and NCC activities.
- Extracurricular activities.
- Extension activities.
- Trainings/Workshops/Visits/prayers/Lectures/Interactions etc.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.
CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

- The institution does not have recognized research centre of affiliating university.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

- Yes

Research Committee has been set up which looks into broader aspects of research.

The Research Committee consists of following staff members
1) Dr. S. V. Mahamuni - Chairman
2) Dr. A. R. Prabhune – Member
3) Dr. A. S. Sonawane – Member
4) Dr. D. A. More – Member
5) Dr. L. P. Mahajan – Member
6) Dr. P. E. More – Member
7) Dr. V. B. Khyade – Member
8) Dr. M. U. Mulani - Member

Recommendations made by the research committee are as below.

- To organize lectures of researchers for the staff and students.
- To encourage staff to submit research projects to various funding agencies.
- To organize workshops for staff and students.
- Encourage staff to publish their research work.
- Encourage staff to participate in International, National Seminars, Symposia, Workshops, Conferences and Present papers in there platforms.
- Encourage Staff to register for M. Phil. & Ph.D. Programmes.
• Procurement of research instruments, books and journal of related subjects for reference.
• To enhance internet connectivity to all Departments and in the Library.
• Provision of inflibnet accounts for all staff members.

**Impact of Recommendations -**
• Lectures of Research scholars / experts were organized.
• Library has subscribed 30 research journals 3000+ Inflibnet journals.
• Internet connections are given to all Science Departments and Library.
• Passwords are given to all staff members to login inflibnet.
• Research instruments procured in various Departments.

<table>
<thead>
<tr>
<th>Research Work</th>
<th>Completed</th>
<th>On going</th>
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</thead>
<tbody>
<tr>
<td>Ph. D.</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>M. Phil.</td>
<td>09</td>
<td>-</td>
</tr>
<tr>
<td>Minor Research Project UGC</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Minor Research Projects BCUD</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Workshop organized</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>Research Publication in Various journals</td>
<td>60</td>
<td>-</td>
</tr>
</tbody>
</table>

3.1.3 **What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?**

• **Autonomy to the principal investigator** – Principal Investigator has exercised autonomy of spending funds as per the guidelines given in the projects. Also they have freedom to plan their research work and implement the plan.

• **Timely availability or release of funds** – As per the demand of principal investigator advances are released for the research work.

• **Adequate infrastructure and human resources** – Institution has allowed the Principal Investigator to utilize Library and Laboratory facilities. Also required chemicals, glasswares and laboratory equipments were provided to the Investigators. The Laboratory Staff and office staff has helped principal investigator during his/her project work.
• **Support in terms of technology and information needs** -
  i) Information need was supported through internet e-books.
  ii) Journals of related subjects subscribed.
  iii) e-journals are made available for referencing.
  iv) ID and Passwords are provided for teachers who use e-journals.
  v) Computer facility is made available in most of the departments.

• **Facilitate timely auditing and submission of utilization certificate to the funding authorities** –
  1) Quarterly advance and expenditure statements are checked by the Institution.
  2) Principal Investigator is informed to submit his completion report and settle the receipt and expenditure.
  3) The audited statement and completion certificate are timely submitted to the funding agency.

• **Any other** –
  1) Institution has helped Principal Investigator by seeking help of other research Institution/agencies.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

- Lectures of eminent scientists, research scholars are organized.
- Science Association for students motivates students through activities.
- Science leaflets are displayed on notice boards.
- Information of eminent scientists on the occasion of their birth and death anniversaries is displayed.
- Students are given small projects and also doing environmental awareness course projects.
- Staff helps students in scientific writing.
- Students are encouraged to participate in Avishkar / State Level Project competitions.
- Students are encouraged to publish their research work in scientific journals.
- Science days are celebrated such as water conservation days, environment day, ozone day, wildlife week, welfare day, Hand wash day etc.
- Tree search activity, Botanical quiz, street quiz workshops, Tree census are conducted.
Science fairs, Visits to science, Research Institutes, Excursion Tours are arranged.

- Regular display of current events in sciences.
- Demonstration to remove superstitions and blind faith.
- Sketching and drawing skill workshops organized.
- Review writing activities are conducted.
- Snake handling, bird watching activities organized.
- Scientific film shows arranged.
- Scientific information of trees in campus displayed on placards.
- Every day display of different plants.
- Display of photos / pictures of birds in campus.
- Organization of science exhibitions.
- Flower arrangements workshop organized.
- Blood group, hemoglobin checking and counseling camps organized.
- Ancient scientist exhibition, medicinal plant exhibitions organized.
- Organization of student’s seminars on scientific topics.
- Efforts made to develop research culture and aptitude.
- Research projects are allotted to post graduate students.
- Environment awareness projects are given to undergraduate students.
- Financial support is given to students to participate and project their scientific findings in Avishkar, Innovation, competitions, national seminar and conferences.
- Hands on training – workshop organized.
- Internet browsing workshops organized.
- Publication of research papers in journals.
- Field experiments for Post Graduate students organized.
- Guidance for research entrance exams is done.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.)

- Faculty is involved in active research like guiding research, leading research projects and engaged in individual / collaboration research.
Faculty involved in guiding students research M.Phil. / Ph.D. work.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of faculty</th>
<th>M.Phil.</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Registered Students</td>
<td>No. of Students Awarded degree</td>
</tr>
<tr>
<td>1)</td>
<td>Dr. A. R. Prabhune</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>2)</td>
<td>Dr. M. U. Mulani</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>3)</td>
<td>Dr. V. B. Khyade</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Faculty involved in guiding research projects to Post graduate students.
- Dr. M. S. Shejul
- Dr. M. U. Mulani
- Prof. R. J. Marathe
- Dr. A. R. Mungi
- Prof. S. S. Dange
- Prof. P. V. Jadhav
- Dr. S. V. Mahamuni
- Dr. V. B. Khyade
- Prof. R. B. Deshmukh

Leading minor research project –
- Faculty from the college is has received funds for research projects from UGC and Board of College and University Development, University of Pune.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of faculty</th>
<th>Title of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dr. B. M. Sakdeo</td>
<td>&quot;Assessment of Jatropha population from Pune region. (Minor)</td>
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<tr>
<td>2.</td>
<td>Prof. R. P. Dhok</td>
<td>Analysis of Heavy metals and other Physicochemical parameters of drinking water of hand pumps and Bore wells of Baramati City. (Minor)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Salinity Hazards in ground water of Nira river basin area of Pune District Maharashtra.</td>
</tr>
<tr>
<td>3.</td>
<td>Prof. S. S. Dange</td>
<td>Statistical survey, counselling and consequent follow up of Iron deficiency anemic females in the age group 18-22 years. (Minor)</td>
</tr>
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<td></td>
<td></td>
<td>Screening isolation and optimization of L- as paiginare producing organisms.</td>
</tr>
<tr>
<td>Sr. No.</td>
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<td>Title of Project</td>
</tr>
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</tr>
<tr>
<td>4.</td>
<td>Prin. Dr. M. S. Shejul</td>
<td>Biopotential of Actimomycetes</td>
</tr>
<tr>
<td>5.</td>
<td>Prof. R.B. Deshmukh</td>
<td>Enumeration, Assessment and Digitization of fungal diseases of crop plants in Baramati Tahsil of Pune District to prepare a Database. (Minor)</td>
</tr>
<tr>
<td>6.</td>
<td>Prof. S. N. Belpatre</td>
<td>Measurement of sound pollution in Baramati and industrial zone of Baramati. (Minor)</td>
</tr>
<tr>
<td>7.</td>
<td>Prof. R. J. Marathe</td>
<td>Assessment and evaluation of plants against medically important bacteria. (Minor)</td>
</tr>
<tr>
<td>8.</td>
<td>Prof. N. S. Shinde</td>
<td>Ester-hydrolysis by using phosphate solublizing micro organisms. (Minor) Physiochemical characterization of an Ayurvedic medicine Suvarnaraj Vangeshwar.</td>
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<tr>
<td>9.</td>
<td>Dr. V. B. Khyade</td>
<td>A application of biocompunds synthe for of silkworm.</td>
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<tr>
<td>10.</td>
<td>Prof. V. P. Gaikwad</td>
<td>To Study the industrial profile of Baramati MIDC (Minor) The contribution industries towards social development.</td>
</tr>
<tr>
<td>11.</td>
<td>Prof. J. R. Ghodke</td>
<td>Dalit Akinkia : Collection, Classification and Analysis. (Minor)</td>
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<tr>
<td>13.</td>
<td>Prof. M. R. Nimbalkar</td>
<td>A comparative Study of personality and stress of higher secondary teachers (females) from Baramati Tahsil (Minor)</td>
</tr>
<tr>
<td>14.</td>
<td>Dr. D. A. More</td>
<td>Social Movement in Baramati Tahsil</td>
</tr>
<tr>
<td>15.</td>
<td>Prof. B. P. Godase</td>
<td>Study of Agro - tourism of Baramati Tahsil (Minor)</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Name of faculty</td>
<td>Title of Project</td>
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<tr>
<td>17.</td>
<td>Dr. M. U. Mulani</td>
<td>Woman empowerment through Self Help Group in Baramati Taluka. The role of farm pond in economic development of farmers – special reference to Baramati taluka (2007-08 to 2012-13)</td>
</tr>
<tr>
<td>18.</td>
<td>Dr. A. R. Mungi</td>
<td>Carrier oriented programme: A study of its impact on students in colleges from pune district.</td>
</tr>
</tbody>
</table>

2) Faculty engaged in individual research work.

**Faculty completed M. Phil. : –**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of faculty</th>
<th>Year</th>
<th>Title of Research Topic</th>
<th>Remark</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prof. A. R. Mungi</td>
<td>2009</td>
<td>A study of Dealership and customer satisfaction in Automobile Industry with special reference to two wheeler Automobile Dealers in Baramati Tahsil Dist. Pune</td>
<td>Complete</td>
</tr>
<tr>
<td>2.</td>
<td>Prof. R.S.Survase</td>
<td>2006</td>
<td>Pandurang Nathuji Rajbhoj Yanche Rajkaran Va Samajkaran : Ek Chikitsak Abhyas.</td>
<td>Complete</td>
</tr>
<tr>
<td>3.</td>
<td>Prof. H. V. Wanave</td>
<td>2007</td>
<td>Application of Maths w.r.t. Industry and Economics</td>
<td>Complete</td>
</tr>
<tr>
<td>4.</td>
<td>Prof. S. N. Belpatre</td>
<td>2012</td>
<td>‘Interpretation of gravity and magnetic anomalies by digital techniques’</td>
<td>Ongoing</td>
</tr>
<tr>
<td>5.</td>
<td>Prof. U. S. Ghantalu</td>
<td>2006</td>
<td>Influence of Digxin on (SRBM midyetactivity</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Prof. S.S.Dange</td>
<td>2007</td>
<td>Biochemical and biotechnological properties of Lactic acid locateria isolated from rose flower (Rosa indicia )</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Prof. P.V.Jadhav</td>
<td>2007</td>
<td>Biochemical and Biotechnological aspects in the production of L-aspariginase producing Micro organisms.</td>
<td></td>
</tr>
</tbody>
</table>

(88)
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name</th>
<th>Year</th>
<th>University</th>
<th>Subject</th>
</tr>
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<tbody>
<tr>
<td>2.</td>
<td>Dr. M. U. Mulani</td>
<td>2007</td>
<td>Tilak Maharashtra Vidyapeeth, Pune.</td>
<td>Role of the Self Help Group in the Socio economic empowerment of women with ref. to Indapur &amp; Baramati Taluka of Pune district</td>
</tr>
<tr>
<td>3.</td>
<td>Dr. P. E. More</td>
<td>2010</td>
<td>Swami Ramanand Tirth Marathwada University, Nanded.</td>
<td>Synthesis and characterization of biologically active compounds.</td>
</tr>
<tr>
<td>4.</td>
<td>Dr. L. P. Mahajan</td>
<td>2010</td>
<td>Pune University, Pune.</td>
<td>Marathi Lokgeet me Kuntumb Vyashta Ka Darshan</td>
</tr>
<tr>
<td>5.</td>
<td>Dr. D. A. More</td>
<td>2011</td>
<td>Pune University, Pune.</td>
<td>Marathwada Dalit Chalwala Anushilan</td>
</tr>
<tr>
<td>6.</td>
<td>Dr. M. R. Nimbalkar</td>
<td>2012</td>
<td>YCMOU, Nashik</td>
<td>A Comparative study of working and non working women’s stress in relation to personality for rural area.</td>
</tr>
<tr>
<td>7.</td>
<td>Dr. A. R. Mungi</td>
<td>2012</td>
<td>Pune University, Pune.</td>
<td>A study of problems and protects of womens coedit co-operative societies in Pune Districts.</td>
</tr>
<tr>
<td>8.</td>
<td>Dr. S. V. Mahamuni</td>
<td>2012</td>
<td>Pune University, Pune.</td>
<td>Studies on phosphate solubilizing micro organisms from rhizosphere of sugarcane and sugar beet in relation to soil fertility and crop productivity.</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Name</td>
<td>Year</td>
<td>University</td>
<td>Subject</td>
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<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9)</td>
<td>Dr. R. S. Survase</td>
<td>2013</td>
<td>Savitribai Phule Pune University</td>
<td>Maharashtratil Gramin Rajkiya Abhijananche Badalate Swarup 1992 to 2007 (Paschim Maharashtratil Zilha Parishad Nivadnukanchna Abhyas)</td>
</tr>
<tr>
<td>10)</td>
<td>Dr. Uma S. Ghantaloo</td>
<td>2014</td>
<td>Dr. Babasaheb Ambedkar Marathwada University, Aurangabad</td>
<td>Study of physico chemical parameter and Aquatic Bio diversity of Tarangwadi &amp; Bijwadi lake of Indapur Taluka Dist. Pune.</td>
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</tbody>
</table>

**Ongoing Ph.D. Research Work –**

<table>
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<tr>
<th>Sr. No</th>
<th>Name</th>
<th>Year</th>
<th>University</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>2)</td>
<td>Prof. Gaikwad V.P.</td>
<td>2009</td>
<td>Tilak Maharashtra Vidyapeeth, Pune</td>
<td>Impact of Industries in Rural Development with special reference to MIDC in Pune District</td>
</tr>
<tr>
<td>3)</td>
<td>Prof. Godase B.P.</td>
<td>2008</td>
<td>YCMOU, Nashik</td>
<td>A case study of Agricultural Geography on the rate of it communication to the farmers of Nira Left Bank Canal Area of Baramati and Indapur Tahsil of Pune District.</td>
</tr>
<tr>
<td>4)</td>
<td>Prof. Khillare S.L.</td>
<td>2009</td>
<td>Dr. B.A.M. University, Aurangabad</td>
<td>Studies in “Synthesis, characterization and applications of mixed metal oxides of transition metals in organic synthesis reactions.”</td>
</tr>
<tr>
<td>Sr. No</td>
<td>Name</td>
<td>Year</td>
<td>University</td>
<td>Subject</td>
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<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5)</td>
<td>Prof. Dhok R.P.</td>
<td>2008</td>
<td>Pune University, Pune.</td>
<td>Studies on the ground water quality with references to chemical and biological parameters of the Baramati.</td>
</tr>
</tbody>
</table>

3.1.6 Give details of workshops / training programmes / sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

- **A) Workshops organized for staff and students**
  - One day workshop for students on use of Internet and retrieving references.
- **B) Training programmes organized**
  - Two day training programme for staff and students in molecular biology.
  - Training on household product preparation.
  - “Communicative English” Training for supporting staff.
- **C) Sensitization programmes**
  - Various programmes like tree search, street quiz, workshop on hanging basket was arranged in Botany Week.
  - Seminar for students to develop reading culture.
  - Participation of staff and students in innovation programmes.
  - Science exhibition organized by Microbiology Department.
  - State/national/International level Conference / Seminars are organized by the college.
  - Workshop for students on use of Internet and retrieving references.
  - Visits to fields/Science institutes/Industries.
  - Visits to sericulture unit of Agricultural Development Trust.
  - Celebration/Observation of days like Ozone Day.
  - Demonstration of reeling the cocoons of silkworm, *Bombyx mori* (L) for the students of S.Y.B.Sc.
  - Laboratory and field trials on the use of “Aole vera herbaltonic for treating the mulberry leaves of multivoltine silkworm, *Bombyx mori* (L) (Race : PMX CSR₂)
  - Lectures of eminent scientists in related fields.
3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

<table>
<thead>
<tr>
<th>Department</th>
<th>Expertise available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botany</td>
<td>Angiosperm Taxonomy, Physiology, Mycology and Plant Pathology, Cytology Tissue culture, Taxonomy of plants, Bio diesel</td>
</tr>
<tr>
<td>History</td>
<td>Dalit Movement</td>
</tr>
<tr>
<td>Microbiology</td>
<td>Biofertilizers,</td>
</tr>
<tr>
<td>Zoology</td>
<td>Sericulture.</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Synthesis of bioactive molecules, Bio catalysis, Heterogeneous catalysis, Soil and water analysis</td>
</tr>
<tr>
<td>Physics</td>
<td>Sound Pollution Measurement</td>
</tr>
<tr>
<td>Geography</td>
<td>Agro Tourism Centers</td>
</tr>
<tr>
<td>Marathi</td>
<td>Folk Literature</td>
</tr>
<tr>
<td>Hindi</td>
<td>Modern Prose and poetry</td>
</tr>
<tr>
<td>Economics</td>
<td>Self Help Group</td>
</tr>
</tbody>
</table>

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

- Organization conferences / seminars / workshops training / refresher courses.
- Organized guest lectures of eminent scientists.
- MOU / collaborative research work.
- Visits of scientists on special occasion.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

- 10% of the faculty has utilized Faculty Improvement Programme facility for completion of their research leading to Ph.D. Degrees.
  Due to Faculty Improvement Programme facility given to the faculty members it has enhanced and improved quality of research as mentioned below.
  - Faculty has started submitting research projects to various funding agencies. As a result most of the faculty has received grants for the research projects.
  - No. of publications of research articles in journals has increased.
  - Students have registered for Ph.D. and M.Phil. Degrees under some of the faculties.
- It has influenced some faculty members to register for Ph.D. and M.Phil. Degrees.
- Faculty members are contributing as resource persons in seminars, workshops and conferences.
- The No. of seminars, workshops and conferences organized by the college is also increased.
- Students participation and presentation in research activities like Avishakar is increased.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community? (lab to land)

- Details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institutions. The culture of Phosphate solubilizing bacteria of Azotobacter spp are supplied to KVK, Baramati. These are then used for the preparation of biofertilizers which are then supplied to the formers for better yield of the crops.

3.2 Resource Mobilization for Research -

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

- Institution has not earmarked a special budget for research, however, the budget allocated to Departments is utilized for purchase of chemicals, glassware’s and instruments which are used by faculty for their research work.
- Faculty undertaking research is allowed to purchase books and journals of their subjects / areas through library budget.
- Major heads of expenditure in the departmental budget are chemicals, glasswares, instruments and contingency.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

- There is no provision in the institution to provide seed money.
3.2.3 What are the financial provisions made available to support student research projects by students?

- Specific financial provisions are not made available to support research projects by students. However care is taken to complete the needs of students who have under taken research projects in the following ways –
  
  - Students are provided with all required chemicals, glasswares. Institution bears expenditure incurred towards purchase of chemicals, glasswares and travelling allowances etc.
  
  - The expenditure incurred for presentation of the research in Seminars / Avishakar / Innovations is borne by the institution.
  
  - The Broad band connections are provided to all Departments for convenience of students and staff for reference.
  
  - Separate internet facility is created in the Library for students.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

- The staff members undertaking the research or any research project funded by funding agency interact with each other. They discuss the plan of the research and explore the possibility of interdisciplinary nature of the work. Once it is realized that the staff of various Departments having expertise in the requisite area will be help, then the staff having expertise becomes the co-investigator, or shares of research in the form of publications.

Examples –

Individual Research undertaken by Prof. R.P. Dhok -
Title – Salinity hazards in ground water of Nira river basin area of Pune district Maharashtra.

Topic of salinity hazards in ground water is interdisciplinary with agriculture salinity of soil and water is main problem in Nira river basin area. Salinity of soil and water affect on quality of soil and water ultimately it being affects production of agriculture yield and on the health of human being who use this saline water and Study of hazards due to salinity of ground water is and suggest remedies on it.

- Mahamuni and Agriculture
- Khyade and Trust
- Individual Research undertaken by Dr. Khyade
i) On Sericulture – He has interdisciplinary work with the Deptt. of Microbiology.

- Microbiology and Deptt. of Botany – Medicinal plants and their antimicrobial activity – Prof. Deshmukh & Prof. Marathe.
- Zoology and Botany – Sericulture and plants residue impacts on production of silk.
- Antimicrobial activity of organic compounds Dr. More and Deptt. of Microbiology.

Interdisciplinary interaction of Dr. S.V. Mahamuni and Prof. N.S. Shinde – Dr. S.V. Mahamuni and Prof. N.S. Shinde have interacted with each other regarding research projects which requires research work related to Microbiology and Chemistry. This resulted into following successful research projects by various funding agencies.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Title of Project</th>
<th>Funding Agency</th>
<th>Duration</th>
<th>Amount</th>
<th>Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Ester hydrolysis by using phosphate dissolving Microorganisms</td>
<td>BCUD University of Pune, Pune</td>
<td>2008 to 2012 (Completed)</td>
<td>1,85,000</td>
<td>PI : Prof. N.S. Shinde Co-Investigator Dr. S. V. Mahamuni</td>
</tr>
<tr>
<td>2)</td>
<td>Effect of potassium solubilising Burkholderia species on Growth, Yield and potassium uptake of Sugarcane</td>
<td>BCUD University of Pune, Pune</td>
<td>2012 to 2014 (Ongoing)</td>
<td>1,85,000</td>
<td>PI : Dr. S. V. Mahamuni Co-Investigator Prof. N.S. Shinde</td>
</tr>
<tr>
<td>3)</td>
<td>Physicochemical characterization of an ayurvedic medicine : Suvarnaraj vageshwar</td>
<td>UGC, New Delhi</td>
<td>2012 to 2014 (Ongoing)</td>
<td>1,70,000</td>
<td>PI : Prof. N.S. Shinde Co-Investigator Dr. S. V. Mahamuni</td>
</tr>
</tbody>
</table>

Dr. P.E. More and Botany Department to check the antimicrobial activity of pharmacological compounds.
3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

- Research Instruments are having maximum use are purchased in one department. Other Departments are asked to share the facility instead of purchasing the same instrument in other Department.
List of instruments is made available for staff.
Examples.
  - Spectrophotometer from Microbiology Department is shared by other departments.
  - Phase contrast microscope from Microbiology is shared by other Departments.
  - Laminar Air Flow from microbiology department is shared.
  - High speed centrifuge, Electrophoresis apparatus from Microbiology are shared by other departments.
  - Chemistry Department – Orbital, Incubator, Shaker, TLC Unit, UV Chamber, Heating Mantle these apparatus used by other department.
  - The college has earmarked the budget to various departments to purchase equipments. The heads are advised not to make duplication of equipments. The facilities available in one department are shared by the faculty from other departments for research purpose.
  - Log books are kept for every instrument.
  - Research equipments are kept in instrumentation rooms of the departments for easy accessibility to faculty.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If ‘yes’ give details.

- Institution has not received any special grants or finance from Industries or other agencies.

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

- Research co-ordinator has been appointed in the institution. Who communicate circulars of various funding agencies to the faculty.
  - While submitting the research project co-ordinator and Principal
Investigator discuss the details of the projects.
- The Research Project is submitted through office to the funding agency.
- Office help is given to the faculty in facilitating the submission of the project.
  a) Details of the ongoing Research Projects (with grants received last 4 years)
  b) Details of the completed Research Projects (with grants received last 4 years.)

<table>
<thead>
<tr>
<th>Nature of the Project</th>
<th>Duration Year From_ To</th>
<th>Title of the project</th>
<th>Name of the funding agency</th>
<th>Total grant Sanctioned</th>
<th>Total grant Received</th>
<th>Total grant received till date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minor Research Projects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. B. M. Sakdeo</td>
<td>2007 - 2009</td>
<td>&quot;Assessment of Jatropha population form Pune region. (Minor)</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs. 50,000</td>
<td>Rs. 50,000</td>
<td>Rs. 50,000</td>
</tr>
<tr>
<td>Dr. M.U. Mulani</td>
<td>2007-2011</td>
<td>Women empowerment through Self Help Group in Baramati Tulaka.</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs. 55,000</td>
<td>Rs. 55,000</td>
<td>Rs. 55,000</td>
</tr>
<tr>
<td>Prof. R. S. Survase</td>
<td>2008-2010</td>
<td>Changing Rural Political elite in Maharashtra (1992-2004)</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs. 73,000</td>
<td>Rs. 73,000</td>
<td>Rs. 73,000</td>
</tr>
<tr>
<td>Prof. R. P. Dhok</td>
<td>2007 – 2009</td>
<td>Analysis of Heavy metals and other Physicochemical parameters of drinking water of hand pumps and Bore wells of Baramati City. (Minor)</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs. 55,000</td>
<td>Rs. 55,000</td>
<td>Rs. 55,000</td>
</tr>
<tr>
<td>Prof. Gaikwad V.P.</td>
<td>June 2008</td>
<td>The contribution industries towards social development</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs. 33,000</td>
<td>Rs. 33,000</td>
<td>Rs. 33,000</td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
<td>Project Description</td>
<td>Funding Agency</td>
<td>Funding Amount</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Mulani M.U.</td>
<td>2013</td>
<td>The role of farm pond in Economic Development of Farmers – Special reference to Baramati Taluka (2007-08 to 2012-13)</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs. 1,00,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. R. P. Dhok</td>
<td>13 April 2012</td>
<td>Salinity Hazards in ground water of Nira river basin area of Pune district Maharashtra</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs. 85,000</td>
<td>Rs. 60,000</td>
<td>Rs. 60,000</td>
</tr>
<tr>
<td>Dr. D.A. More</td>
<td></td>
<td>Social Movement in Baramati Tahsil</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs. 60,000</td>
<td>Rs. 50,000</td>
<td>Rs. 50,000</td>
</tr>
<tr>
<td>Dr. A. R. Prabhune</td>
<td>February 2012</td>
<td>Dushantyakumar and Suresh Bhat ke Gazalo ka tulnatamak add.</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs. 50,000</td>
<td>Rs. 40,000</td>
<td>Rs. 40,000</td>
</tr>
<tr>
<td>Dr. V. B. Khyade</td>
<td>February 2012</td>
<td>A application of biocompunds synthe for of silkworm.</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. N. S. Shinde</td>
<td>April 2012</td>
<td>Physicochemical characterization of an Ayurvedic Medicine : Suvarnaraj Vangeshwar</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs. 1,70,000</td>
<td>Rs. 1,20,000</td>
<td>Rs. 1,20,000</td>
</tr>
<tr>
<td>Prof. S. S. Dange</td>
<td>April 2012</td>
<td>Screening Isolation and optimization of L- as paigine producing organisms.</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs. 1,50,000</td>
<td>Rs. 1,30,000</td>
<td>Rs. 1,30,000</td>
</tr>
<tr>
<td>Prof P. V. JadHAV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. A. R. Mungi</td>
<td>2013</td>
<td>Carrier oriented programme: A study of its impact on students in colleges from Pune district.</td>
<td>University Grants Commission, Delhi.</td>
<td>Rs. 1,00,000</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

(98)
<table>
<thead>
<tr>
<th>Nature of the Project</th>
<th>Duration Year From_To</th>
<th>Title of the project</th>
<th>Name of the funding agency</th>
<th>Total grant</th>
<th>Total grant received till date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BCUD (Completed) Sanctioned Projects.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. V. P. Gaikwad</td>
<td>2010</td>
<td>To Study the industrial profile of Baramati MIDC (Minor)</td>
<td>BCUD, Pune University, Pune</td>
<td>Rs. 50,000</td>
<td>Rs. 50,000</td>
</tr>
<tr>
<td>Prof. J. R. Ghodke</td>
<td>2010</td>
<td>Dalit Akinkia : Collection, Classification and Analysis. (Minor)</td>
<td>BCUD, Pune University, Pune</td>
<td>Rs. 75000</td>
<td>Rs. 75000</td>
</tr>
<tr>
<td>Prof. R. S. Survase</td>
<td>2010</td>
<td>The Changing nature of Rural Political elite class – 2007 Z.P. election, Pune District (Minor)</td>
<td>BCUD, Pune University, Pune</td>
<td>Rs. 50,000</td>
<td>Rs. 50,000</td>
</tr>
<tr>
<td>Prof. M. R. Nimbalkar</td>
<td>2007 to 2010</td>
<td>A comparative Study of personality and stress of higher secondary teachers (females) from Baramati Tahsil (Minor)</td>
<td>BCUD, Pune University, Pune</td>
<td>Rs. 75,000</td>
<td>Rs. 75,000</td>
</tr>
<tr>
<td>Prof. S. S. Dange</td>
<td>2007 to 2011</td>
<td>Statistical survey, counselling and consequent follow up of Iron deficiency anemic females in the age group 18-22 years. (Minor)</td>
<td>BCUD, Pune University, Pune</td>
<td>Rs. 2,00,000</td>
<td>Rs. 1,84,000</td>
</tr>
<tr>
<td>Prof. P. V. Jadhav</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prin. Dr. M. S. Shejul</td>
<td>2011</td>
<td>Biopotential of Actinomycetes</td>
<td>BCUD</td>
<td>Rs. 2,00,000</td>
<td>Rs. 83,000</td>
</tr>
<tr>
<td>Prof. R. B. Deshmukh</td>
<td>2007 to 2010</td>
<td>Enumeration, Assessment and Digitization of fungal diseases of crop plants in</td>
<td>BCUD</td>
<td>Rs. 3,00,000</td>
<td>Rs. 2,70,000</td>
</tr>
<tr>
<td>Name</td>
<td>Years</td>
<td>Project Description</td>
<td>Institute</td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------</td>
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<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Prof. B. P. Godase</td>
<td>2007 to 2010</td>
<td>Study of Agro-tourism of Baramati Tahsil (Minor)</td>
<td>BCUD, Pune University, Pune</td>
<td>Rs. 1,00,000</td>
<td>Rs. 1,28,450</td>
</tr>
<tr>
<td>Prof. S. N. Belpatre</td>
<td>2007</td>
<td>Measurement of sound pollution in Baramati and industrial zone of Baramati. (Minor)</td>
<td>BCUD, Pune University, Pune</td>
<td>Rs. 1,00,000</td>
<td>Rs. 62,165</td>
</tr>
<tr>
<td>Prof. R. J. Marathe</td>
<td>2007</td>
<td>Assessment and evaluation of plants against medically important bacteria. (Minor)</td>
<td>BCUD, Pune University, Pune</td>
<td>Rs. 2,00,000</td>
<td>Rs. 1,70,000</td>
</tr>
<tr>
<td>Prof. N. S. Shinde</td>
<td>2007 to 2012</td>
<td>Ester-hydrolysis by using phosphate solubilizing microorganisms. (Minor)</td>
<td>BCUD, Pune University, Pune</td>
<td>Rs. 1,85,000</td>
<td>Rs. 1,57,250</td>
</tr>
</tbody>
</table>

### 3.3 Infrastructure for Research

#### 3.3.1 What are the research facilities available to the students and research scholars within the campus?

The facilities available to the faculty, research scholars and students are as follows.

**Laboratory facilities** –
1. Research equipments available in all science Laboratories are used by staff and students.
2. The staff and students pursuing research are allowed to use chemicals, glasswares available in the laboratories.
3. Internet and library facility made available.
4. All science departments are provided broadband facility.

**Instruments annexure**

#### 3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The Research committee discuss in its meetings needs of infrastructural
facilities required for research. Heads of Departments also discuss to develop laboratories in terms of instruments and reference facility with their colleagues. While planning infrastructural development above points are taken into considerate and planning for development is outlined.

**Strategies**

- There should be no duplication of instruments in science laboratories.
- The faculty and students are instructed to utilize available research facilities from various departments.
- Allocation of more budget is allocated to particular Department to procure research instrument.
- List of Research instruments considering need for next five years is to be prepared in preferential order by Departments. Accordingly budget is allocated for purchase in preferential order.
- Restructuring and renovation of Laboratories as per requirement of the department.
- Reference facility is to be strengthened.

### 3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If ‘yes’, what are the instruments/ facilities created during the last four years.

- The institution has not received financial grants or finance from Industries or other beneficiary agency.

### 3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

- Library facility of other colleges, institutes, research laboratories are made available to the students and staff pursuing their research.
- ICAR (KVK), NIAM, Pharmacy College Malegaon, Laboratories are made available to the students and staff pursuing research.

### 3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

- National & International Research Journals online and hard copies are subscribed in library.
- Provided general reference books and subject reference books.
- Provided books on Research Methodology.
• Internet facility for Research Purpose.
• Inter library loan system is in existence.

3.3.6 What are the collaborative research facilities developed / created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

- Till now no such collaborative research facilities are developed in the institute.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

- Patents obtained and filed (process and product)
    Appl. No. 1713/MUM/2008 A
    App. Filed on 12/08/2008
    Published on 19/02/2010
    International classification: C07D417/12; A61K9/20; A61K31/415

- Original research contributing to product improvement.
  - Dr. Mahamuni, Dr. More.

- Research studies or surveys benefiting the community or improving the services.

Microbiology – Prof. S. S. Dange & Prof. P. V. Jadhav
Title – Statistical survey counseling and consequent follow-up of Iron deficiency anemia in females of the age group 18-22 years.
Funding by – BCUD, Pune University, Pune.
Details - The project was carried out with 200 students who were diagnosed as anemic due to iron deficiency and 200 students as control group.
The project mainly included
- Diet counseling – Regular by experts.
- Health check-up programme (Hb– levels)
- Counseling regarding – Menstruation problems.
- Role of high Hb– levels in maintaining physical, mental and psychological health. (Capability to study, to remember to express, to achieve careers indirectly)
- The outcome of the project was fruitful since it was found that-
  i) In initial check-up about 80% students were anemic.
ii) Consequent dewarming and diet counseling
iii) In control group anemia levels were not showing any relevant changes in Hb levels.

With this outcome the students in project, control group, other students in the college. Students in other colleges of the institute ladies staff in mess were impressed. Pamphlets distributed regarding anemia time to time in campus and out of campus also which extended this knowledge to society. Lectures were delivered in N.S.S. Camps also under title ‘Health Youth for Healthy India!’

Dr. M. U. Mulani
Research on “Self Help Groups in the socio-economics empowerment of women” helps the people to aware about self interest and reduces dependency on money lenders. It helps to improve social status and communication skills of women. Employment can be generated by SHGs who got the loan from financial institution for expending their business. The actively participation of SHGs movement show that they can generate their own resources and ask help of government for financial support.

3.4.2 Does the Institute publish or partner in publication of research journal(s)?
If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

- No

3.4.3 Give details of publications by the faculty and students:

- Publication per faculty 1.71
- Number of papers published by faculty and students in peer reviewed journals (national / international) 60/35
- Number of publications listed in International Database (for E.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) -
- Chapter in Books 4
- Books Edited -
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Author</th>
<th>Title</th>
<th>Publisher &amp; ISBN Number</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Dr. L.P. Mahajan</td>
<td>Loksahityatil Kutumb Chitra</td>
<td>Snehavardhan Prakashn, Pune 978-9380321-25-7</td>
<td>March 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hindi Vyangya Parampara Main Shankar Puntambekar Ka Yogdan.</td>
<td>Annapurna Prakashn, Kanpur 978-8189353-23-0</td>
<td>May 2009</td>
</tr>
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<td></td>
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<td>Agricultural of Maharashtra</td>
<td>Diamond Publication, Pune-30 978-81-8483-212-9</td>
<td>October 2009</td>
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<td></td>
<td></td>
<td>Indian Agriculture</td>
<td>Sharp Publication, Pune 978-93-80934-27-3</td>
<td>September 2009</td>
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<td></td>
<td></td>
<td>Public Finance</td>
<td>K.S. Publication, Pune 978-81-920436-0-9</td>
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<td></td>
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<td>Banking and Finance III</td>
<td>Success Publication Pune 978-93-80984-10-0</td>
<td>June 2010</td>
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<tr>
<td></td>
<td></td>
<td>Self Help Groups and Empowerment Women</td>
<td>Manas Publication, Jaipur 978-81-921743-5-8</td>
<td>June 2012</td>
</tr>
<tr>
<td>4)</td>
<td>Prof. R. B. Deshmukh</td>
<td>Flora of Baramati</td>
<td>Self 978-81-8465-009-9</td>
<td>2009</td>
</tr>
</tbody>
</table>
- Books without ISBN/ISSN numbers with details of publishers

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Faculty</th>
<th>Citation Index</th>
<th>h-index</th>
<th>Impact factor</th>
</tr>
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<tbody>
<tr>
<td>1)</td>
<td>Dr. M. U. Mulani</td>
<td>-</td>
<td>-</td>
<td>1.764</td>
</tr>
<tr>
<td>2)</td>
<td>Dr. P. E. More</td>
<td>30</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>3)</td>
<td>Prof. R. B. Deshmukh</td>
<td>16</td>
<td>3</td>
<td>1.20 RG score 3.42</td>
</tr>
<tr>
<td>4)</td>
<td>Dr. S. V. Mahamuni</td>
<td>4</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>5)</td>
<td>Prof. S. L. Khillare</td>
<td>5</td>
<td>1</td>
<td>0.851</td>
</tr>
</tbody>
</table>
3.4.4 Provide details (if any) of

- research awards received by the faculty
- recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally
- Incentives given to faculty for receiving state, national and international recognitions for research contribution.

No.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

- **Institute – Industry Interface strategies –**
  - Through institute – industry interface whether the problems of industry can be taken of by the faculty.
  - The expertise of the industry be invited for lectures in college to discuss current status, working etc. before students.
  - To discuss the modification in syllabus to suit current requirement of the industry.
  - Training of students in various industries.
  - Placement of students in industries.
  - Organize workshops/seminars for staff and students resource person from industry.
  - To organize visits of students to industries.

**Institute – Industry interface systems.**

1. Placement Cell
2. IQAC
3. Board of Industry – Research society and institute Interface
4. Research Committee
5. Student council
6. Alumni association

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

**Policy**

The expertise available with the faculty should be used to undertake consultancies from industry, service sectors and in Human Resource.
- Faculty is to interact with industry, research institutes and society to identify needs / requirements of the said areas where institute can be of help.
- Sharing of expertise / laboratories / technology.
- Trainings of staff / students in collaborations.

**Advocacy and Publication**
- The available expertise is advocated through nodal interface co-ordinator.
- Website through board of Industry / research society institute interface.

### 3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

- **Institution encourages the staff to utilize their expertise as** –
  - 25:75 share of the consultancy charges is given to the department and staff concerned.
  - Available infrastructural facilities are allowed to utilize by the staff for consultancy.
  - Science laboratories are made well equipped.

### 3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Broad area</th>
<th>Consultancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>English Teaching</td>
<td>Teaching Technique</td>
</tr>
<tr>
<td>2)</td>
<td>Agriculture</td>
<td>Biofertilizer</td>
</tr>
<tr>
<td>3)</td>
<td>Taxonomy</td>
<td>Plant authentication</td>
</tr>
<tr>
<td>4)</td>
<td>Landscaping</td>
<td>Plantation</td>
</tr>
<tr>
<td>5)</td>
<td>Sericulture</td>
<td>Production</td>
</tr>
<tr>
<td>6)</td>
<td>Psychology</td>
<td>Psychological Testing</td>
</tr>
<tr>
<td>7)</td>
<td>Rural Development</td>
<td>Self Help Group</td>
</tr>
</tbody>
</table>

Revenue is generated through psychological testing Rs. 2350

### 3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?
- Institution has a policy if income is generated through the consultancy is shared in the proportion of 25:75 staff to institution respectively.
- The money generated through consultancy should be utilized for the Development of respective Department.

3.6 Institutional Social Responsibility (ISR) and Extension Activities -

3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

- The institution promote institution neighborhood community network through following mechanisms.
  - Student - Teacher – Parent Association.
  - Parent – Teacher Association.
  - Alumni Association.
  - Board of Industry, Research society and institute interface.
  - N.S.S. – Adopted village.
  - Association of Institute with Self-Help Groups.
  - Extramural activities.
  - Adult and continuing education activity.

Institute engage student in following ways -

- Orientation course for students at entry level.
- Promoting student enrollment in National Service Scheme.
- Reader Club for students.
- N.C.C. unit of college.
- N.S.S. Special Winter Camps at adopted village.
- Enrollment of students for Mahatma Gandhi Mission Examination.
- Earn and Learn Scheme
- Yoga Classes.
- Evening prayer.
- Workshops like – Organization of Swayam Siddha.
- Cultural Programmes.
- Street Plays.
- Social activities
- Sound Pollution measurement and awareness in Ganpati Festival.
- Blood donation camps
- Tree Plantation
• Polythene free campus
• Vaccination
• Help to orphanage.

3.6.2 What is the Institutional mechanism to track students’ involvement in various social movements / activities which promote citizenship roles?

- Involvement of students is tracked and encouraged through
  • Attendance of students in the programme.
  • Class Teacher observations in a group.
  • Group leader to look after the allotted group.
  • Feedback form.
  • Alumni – feedback and programmes
  • Student council feedback and programme
  • Student Parliament feedback and programme
  • Orientation course
  • Group leaders of the students inform the co-ordinator about involvement of students in the activities.
  • Co-ordinating faculty closely watches the performance of the participating students.
  • Students are examined in some activities and their leadership qualities are observed through management of programmes, accepting responsibilities, interactions with resource persons / guests etc.
  • Students who are working as volunteers in various activities are judged by the incharge, co-ordinators of the programme.
  • The college has a tradition of giving best student award where like NSS, NCC, cultural etc. all criteria, including academics are considered by the committee.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

Students, Parents, teachers, non-teaching

IQAC -

• Feedback from students about teaching-learning process, infrastructural facilities, extracurricular programmes, results etc. The feedback is collected, analysed and the suggestions are complied / taken care of improvements in the weak areas is undertaken by the institution.
Meetings of student council are held routinely and suggestions of the students are taken and implemented.

Suggestion box for students is kept, the suggestion of students are analysed and accordingly provision about the suggestions are made.

Staff meetings are arranged routinely to discuss results, syllabus completion reports, and the weak areas are looked after for remedial measures.

Alumni meetings are held to discuss the performance and quality of the programmes, suggestions from the Alumni are considered for implementation.

Parent association meeting are organized and their suggestions are considered for implementation.

LIC Committees for affiliation of courses suggest some changes, purchases, reforms with those are complied.

Monthly presentation of performance of the institution report in the management meetings.

Meetings with staff on particular problems also bring out good suggestions on performance, infrastructure, results etc. These suggestions are complied by the institution.

Management meetings with staff also bring out suggestions which are used while framing policies and strategies for the next academic year.

Local management committee meetings are called to discuss on given agenda.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

Institution plans and organizes its extension and outreach programmes as below

- Institution has a wing for Self Help Groups of women. The faculty from commerce department helps in organizing various activities, planning the activities.
- College organizes workshops for Self Help Group in collaboration with parent institution and funding is also sought from funding agencies for such programmes.
- Parent institute organizes ‘Bhimthadi Jatra’ a platform for selling articles of Self Help Groups; staff is actively involved in organizing
this activity.

- Institution plan and organize Police Training for Girl students who have discontinued their education. Faculty members of the Institution co-ordinate and conduct Theory Sessions for the girls who have enrolled for the training programme. We have good success in this endeavour.

- N.S.S. Activity is organized through co-ordinators.

- Social and cultural activities like Mahabhondala, save girl child, etc. are organized. These activities are planned in consultation with the parent body.

- Lectures are organized for students on various issues like pre-marital, post-marital care for students by the Deptt. of Psychology.

- Classical music programmes are organized by Arts and Sports Deptt. of the institute by the co-ordinator.

- Dramas, acting training workshops are organized.

a) N.S.S.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Budgetary Provision University grant</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regular 52,500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Camp 67,000</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>Student observed the life of villagers and realizes problems in particular area.</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>Student work together and understand the importance of teamwork.</td>
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<tr>
<td>2010-2011</td>
<td>Students are aware of village local level problems.</td>
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<tr>
<td>2011-2012</td>
<td>Students are motivated due to work culture during residential camp.</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>Student work together during residential camp and understand the importance of teamwork.</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>Student observed the life of villagers and realizes problems in particular area.</td>
<td></td>
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</tbody>
</table>
### b) Sound Pollution Control Programme

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Budgetary Provision University grant</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>Rs. 32,000/-</td>
<td>Sound intensity measured during Ganesh Festival period was around 110-120 dB. People were made aware about the effect of sound pollution through handbills and verbal discussion.</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Rs. 33,000/-</td>
<td>Sound intensity measured during Ganesh Festival period was about 100 dB. “Ganesh Mandal officials” were guided about the defects of sound pollution.</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Rs. 50,000/-</td>
<td>Meeting was organized with Ganesh Mandal officials before festival period and the competition was announced for the Mandal which causes minimum sound and environmental pollution. The sound intensity observed was below 90 dB.</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Self assisted</td>
<td>Measurement of sound intensity during Ganesh Festival was observed to be below 90 dB.</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Self assisted</td>
<td>Measurement of sound intensity during Ganesh Festival was observed to be below 90 dB.</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Self assisted</td>
<td>Measurement of sound intensity during Ganesh Festival was observed to be below 90 dB.</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Self assisted</td>
<td>Measurement of sound intensity during Ganesh Festival was observed to be below 90 dB.</td>
</tr>
</tbody>
</table>
3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International agencies?

- The students participation in extension activities is promoted by the Institution in following ways –
  - Circulars / Notices in regard with participation in activities is put up on notice board, and it is circulated in the classrooms. This way wide publicity is given to the programmes so that maximum students can participate.
  - The activities likely to be conducted in the academic year are published in the brochure.
  - Students meetings are organized for participation in the programmes.
  - Lectures are delivered about importance of participation in particular programme, responsibilities of students and staff as citizens of the nation.
  - Students having interest in N.S.S., N.C.C. are given trainings and talks of important personalities are organized for students.
  - Incentives are given to the students who rank in upper grade.
  - Tours and visits of students are organized to visit places of social importance.
  - Various days are celebrated like Mahatma Gandhi Jayanti, talks are delivered. Students are taken for cleaning, plantation, rallies etc.
  - Rallies are organized to remove social evils.
  - Street plays of the students are organized to irradiate civil evils.
  - Training programmes for students are organized so that students are selected in Republic Day Parades or National Events.
  - National / International Days are celebrated.
  - Best volunteer awards are given to the students.
  - Awareness through Blood Donation Camps are organized.
  - Students are sent for various State Level / National Level camps.
  - Student Mini Bank
  - Annual Prizes.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

- Self Help Groups
- Police Training
- Swayam Siddha Workshop
- Institute is working for girl education.
- Free accommodation, boarding and educational facilities are provided to girl students who are below poverty line.
- Village adopted for development.
- Remedial coaching for socially backward class students.
- Sahara India Scholarship is awarded to three students of worth Rs. 9000/-

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students’ academic learning experience and specify the values and skills inculcated.

<table>
<thead>
<tr>
<th>1) N.S.S. Extension Activities</th>
<th>Complementation</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes the students volunteers to adopted village to give real place  – life experience about the villagers. It complements to the students academic learning process in various ways as</td>
<td>Students in the Special Winter camp learn community living, working in teams and share sufferings of villagers.</td>
<td>Students gets equated to the life in rural place.</td>
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<tr>
<td></td>
<td></td>
<td>They observe life pattern of the villagers.</td>
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<td></td>
<td></td>
<td>They realizes problems in the particular area.</td>
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<tr>
<td></td>
<td></td>
<td>They observe the role of the natural resources of particular locality.</td>
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<tr>
<td></td>
<td></td>
<td>They get aware about economy of the area.</td>
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<td></td>
<td></td>
<td>Social Service.</td>
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<td></td>
<td></td>
<td>Kindness</td>
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<td></td>
<td></td>
<td>Work Culture</td>
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<td></td>
<td></td>
<td>Team work</td>
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<td></td>
<td></td>
<td>Community Living</td>
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<td></td>
<td></td>
<td>Empathy</td>
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<td></td>
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<td>Respect</td>
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<td></td>
<td></td>
<td>Confidence</td>
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<td></td>
<td></td>
<td><strong>Skills</strong> -</td>
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<tr>
<td></td>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report Writtend</td>
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<td></td>
<td></td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summary and Analysed Skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organization.</td>
</tr>
</tbody>
</table>

(114)
<table>
<thead>
<tr>
<th></th>
<th>Activity Description</th>
<th>Values Inculcated</th>
<th>Skills</th>
</tr>
</thead>
</table>
| 2) N.C.C. Extension Activities | - Students learns to analyse problem critically.  
- Students learns about how to excel though the problem.  
- Extreme situation strategies and plan of action is taught through the camps. | Dignity  
Discipline  
Respect  
Team work  
Integrity | Communication  
Report Writing  
Analytical Skills  
Cultural Skills  
Map Reading  
Sport Skills  
Organisational ability  
Co-ordonational skills |
| 3) Sound Pollution Control Programme | - Students learn the concept of sound, pollution and sound pollution.  
- Students getting knowledge of the concepts.  
- Practically student realizes the physics and its intensity.  
- Student learns instrumental make up and handling | Community service. | Instrument handling  
Measurement  
Analytical  
Public Specialty |
| English Extension Activity At Z.P. School English Awareness Programme | - Student of T.Y.B.A. English learn the topics at the school level (V, VI, VII)  
- They get knowledge of prose / poem  
- Students impart the knowledge through teaching.  
- The Z.P. School students get the learning experience. | Social realization  
Brotherhood | Development of linguistic skills  
Skills in teaching. |
3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

- College has always taken a girl and her allround development at its centre along with her family. Community and village for its extension and outreach activities.

**Initiative -**
- Plans chalked out by IQAC, LMC at Management level are approved and circulated properly to staff and students.
- Accordingly co-ordination activity incharge takes initiative to create a momentum for that in society and community through staff and students.
- Proper and wide circulation of such activity is taken care of through newspaper publicity at regional level.
- N.S.S. and N.C.C. for their camps in particular locality makes visits and concerned peoples are made aware and their participation is ensured.

**Encouragements -**
- Community – participation cultural progarmmes are organized as, Blood Group detection camps, Health and Hygiene awareness programme, superstition Irradiation programme.
- Soil analysis, Water analysis, Milk Testing, Survey of Flora and fauna such community benefit progammes are arranged.
- School awareness programmes related to enrichment, Medicinal plants, Science Exhibitions etc. are arranged in which local school children and their parents are invited to participate.
- Extension work on Self Help Groups is in progress where different Self Help Groups participate in the activities.
- Trainings and workshops to help Self Help Group are organized in which Self Help Group are involved.
- Save Girl Child Movement, Pulse Polio vaccination programmes arranged to encourage people to participate.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

- Psychology department and Sawali Ashram together have developed relationship through which the inmates / students in that institute are
psychologically tested for various purposes by using standard tests.

- N.S.S. unit has strong bond with Village Panchayats/Gram Panchayats of Dhakale, Tandulwadi, Sayambachiwadi and strived very hard to work for
  i) School student’s Health counseling.
  ii) Construction of Nalaband at Dhakale, Sayambachiwadi, Tandulwadi etc. places and has helped on large in water conservation.

- Students have also conducted social, economic and health surveys and reported to village officials.

- Every year water and soil surveys are conducted.

- Efforts are made by the unit in the field of water conservation in village Sayambachiwadi recently has created very positive impact on local peoples.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

No such award has been received by the institution.

3.7 Collaborations

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

- **Department of Botany**-
  Department has established link with Indian Biodiesel Corporation of India Ltd. Baramati. Students are getting benefited with trainings especially in field of Petrocrops, Bioenergy plantation and Oil extraction etc. practices.

  Laboratory exposure to students in the view of bioprospection and sustainable industrial practices has shown impact on the students.

- **Department of Microbiology** –
  Has established collaborations and interactions with nearby national research laboratories institutes and industries.
- M.Sc. students in collaboration of Serum Institute complete their Dissertations at their final degree.
- Few students seek trainings in the Dynamix Dairy, united winery and Nandan Dairy to learn the recent techniques and the practical approach.
- In collaboration with Shirish Pathological Lab, Rotary club organizes Blood Group detection and Hemoglobin checking camps in and outside the campus.
- Department also helps the Agriculture students by organizing their Molecular Biology practicals.
- The facilities available in the Department such as gel electrophoresis, UV transilluminators, UV spectrophotometer, and cooling centrifuge are used by other institutes NIAM, Baramati and Nimkar seeds, Phaltan.
- Department in collaboration with different institutes such as MITCON, Pune. ATG Lab. Pune, Chromus Biotech, Bangalore organizes workshops for students in the fields of molecular biology, fermentation Technology, Bioinformatics etc.

**Department of English**

- The department of English developed collaboration with C.I.E.F.L, Hyderabad. The faculty from CIEFL, Hyderabad. Dr. Z.N. Patil visit the department regularly. He provides special guidance to our students and teachers during workshops. He also conducts training programme for the English teachers from Baramati tehsil.

### 3.7.2 Provide details on the MoUs / collaborative arrangements (if any) with institutions of national importance/other universities/industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

**A) Collaboration** – Department has established collaboration with following institutes.
- Scientist from NIAM help a guest lectures offer PG Students of Microbiology.

**2) MITCON** –
- Expertise from the MITCON visit as a guest faculty for the UG & PG students of our Department.
- Some workshops are organized in collaboration with MITCON.
3) Shirish Pathology Lab. –
   - Hemoglobin checking camps are organized in collaboration with Shirish Pathology Lab.

Department of English
Linkages and collaboration
1) The Department of English has developed linkages with neighboring colleges in and around Baramati Tahsil. The students and teachers from V.P. College (Baramati), T.C. College (Baramati) Arts, Science and Commerce College (Dahiwadi) come to the department to attend workshops, seminars. The teachers and students from English department also go there to participate in the competitions, seminars and also to attend the guest lectures.

MOU -
   - Shirish laboratory, Baramati – Blood checking camps and Hb detection camps are successfully organized.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc

- Industry-institution-community interactions that have contributed in placement services.

Department of Home Science – Internship

Department of Home Science offers two specialization at Under Graduate level i.e. Food Science, Nutrition & Textile & Clothing. The basic information about the subject clothing and textile is given to the students, in which they study about the process of making yarn, their qualities and interlacing process. They also study about the process of selection of fabric and various technique of ornamenting them like dyeing, printing etc. They also gain both theoretical and practical knowledge about elements of art, principles of designing, traditional embroidery etc.

Internship is a part of their curriculum which carries 50 marks. Student went for internship training to the industries. For textiles college has collaboration with SOMA Textiles Baramati and Cotton King Industries located at MIDC Baramati. Where they get information about different types of
industrial machineries their function and operation. They also get knowledge about different types of apparels. College has this collaboration since 2008, every year department sent nearly 10-15 students for internship over their.

In case of food science and nutrition students we arrange internship programme at different hospitals from Pune, Nahsik, Ahmednagar etc. for Baramati department have collaboration with Giriraj Hospital. Students got training for meal planning on different diseased conditions under the guidance of hospitals detection who guide them in practical aspects of diet therapy which give them the confidence about counseling. The collaboration with Giriraj Hospital and S.P.M.M. College department of Home Science is since 2009-2010 as the specialization for food science and nutrition was started from this academic year. Department sent nearly 10-15 students to Giriraj Hospital every year.

**Film Club** – In Shardabai Pawar Mahila Mahavidyalaya the ‘Karha Film Club’ was established on 31st December 2010. 50 students and 30 lectures registered for their membership in the club. The film club was developed linkages and collaboration with federation of film societies of India. Our college students participate in workshops like Chitrapat Rasswad.

    The members of Karha Film Club attend regular meetings arranged by Karha Film Club.

**Mahatma Gandhi Research Foundation Vardha** – Our college has developed collaboration with Mahatma Gandhi Research Foundation organized examination on ‘Gandhian Thoughts’ for the students in August 2012 In all 1214 students appeared for this examination. The prizes were distributed to the toppers. Our college is the best of which the large no of students participated in such activity. So the institution honored. Our college with the Trophy.

    Department of banking take their students to bank to study clearing house, safe deposit lockers, bank locking system, national bank fund transfer, bank pre-recruitment examination forum has been established in institution for placement.

**Modi Lipi** –

A Modi course has been successfully running in the college for the last four years. The course has been organized by the History Department of college in association with Vasundhara Bhasha Modi Lipi Savanradhan and Research Centre, Pune. In this course both the students and the teachers are given training by Mr. Mahesh Joshi. The coordinator of the course is Dr. Dinesh More. Many students have participated and benefitted from this course.
3.7.4 **Highlighting the names of eminent scientists / participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.**

Eminent scientists/participants who contribute to the events in national / international conferences are as follows.

<table>
<thead>
<tr>
<th>Year</th>
<th>Status</th>
<th>Subject</th>
<th>Scientists</th>
<th>Participants</th>
</tr>
</thead>
</table>
| 2008-09   | National | Hindi ka Vartman paridrushiya sthit evm gati | 1) Dr. Narendra Mohan, Delhi Writer  
2) Dr. Shriram Parihar, Hindi Writer M.P. Khandava                           | 97           |
| 2009-10   | National | Marathi arthashatra Parishad                  | 1) Dr. Arun Adsul  
2) Dr. Vinayak Deshpande  
3) Hon. Prataprao Pawar, Sakal Newspaper Ltd.  
4) Dr. D. K. Patil  
5) Dr. Vinayak Bhise                                                        | 462          |
| 2010-11   | National | Frontiers of Life Sciences                   | 1) Dr. A.C. Mishra, Director, National Institute of Virology  
2) Dr. Yogesh Shouche NCCS Pune  
3) Dr. M.V. Deshpande NCL, Pune  
4) Dr. Surendra Ghaskadbi, Agharskar Research Institute, Pune.              | 285          |
| 2011-12   | Inter National | Teaching English to Speakers of Other Languages. | 1) Prof. N. Krishnaswamy, Bangalore  
2) Prof. Z.N. Patil, Central Institute of English and Foreign Languages, Hyderabad.  
3) Prof. Dhirawit Pinyonattagark, Thailand  
4) Prof. Roger Nuun, Abudhabai  
5) Prof. M.L.Tickoo                                                        | 210 Participant  
21 Participant from other countries.                                      |
3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated –

Two linkages of Microbiology Department have actually resulted in formal MoUs.

- Curriculum development/enrichment
- Internship/ On-the-job training –
- Summer placement – Dynamix, Winery, Nandan Dairy, Serum Institute.
- Faculty exchange and professional development –
- Research – Research project completed in Serum Institute.
- Consultancy –
- Extension –
- Publication – Book publication, Research publication
- Student Placement –
- Twinning programmes – A M.Sc. student completed her dissertation is Serum Institute for fulfillment of M.Sc. degree.
- Introduction of new courses –
- Student exchange –
- Blood group camp, Hemoglobin checking camp, Therapeutic detection camps lectures etc.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.

- Major purpose of Linkage is sharing of resources, systemic efforts taken by institution are as –
- Exchange of expertise
- Visits sharing of Lab / Field / other facilities.
- Extension and outreach activities
- Event sharing.

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

**College Achievements -**

1) Best College Award by Pune University.
2) Maharashtra State Governments first rank for NSS unit.
3) First prize to ‘Shardiya’ the periodical of the college by University of Pune.

**Achievement by Staff –**

1) Ex. Principal Dr. Ashok Devikar felicitated with Swami Vivekanand Award for his social commitment in 2008.
2) Prof. J. D. Mane received Manibhai Desai Rashtra Seva Puraskar for his social service in 2009.
3) Dr. M. R. Nimbalkar received Dnyanda Puraskar for his social work.
4) Prof. R. B. Deshmukh received the Best Sports Teacher Award.
5) One of our non teaching staff Shri. Suryakant Gurav got prize from Pune University as the Best Non-teaching staff. He got Shahir Amar Shaikh Awards for his poetry.
10) Dr. A. R. Prabhune received Virangana Savitri Bai Phule Fellowship Award 2011 for her literacy, social and cultural work by Bhartiya Dalit Sahitya Akademi, New Delhi.
11) Prof. R. B. Deshmukh received gold medal for best oral paper presentation at national conference in 2011.
12) Prof. R. B. Deshmukh received Ideal Teacher award by “Aai Pratishthan Baramati”-2011-12
13) Prof. R.B.Deshmukh felicitated by Aba Ganeshotsav Mandal on Teacher’s day 2014-15.

**Students Achievements -**

1) Jaya Hardwani (TYBSc) got Pune Universities highest and prestigious Late Dr. Shankar Dayal Sharma president’s Gold Medal.
4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

- To provide adequate number of quality classrooms, laboratories, extra spaces, special spaces with ICT enabled technologies.
- To provide good infrastructural facilities with wide range of reference resources with computerized facility along with well furnished reading halls and network resource centre.
- To provide facilities for outdoor & indoor games, along with quality sports fields.
- To provide clean, safe secure and updated physical infrastructure to facilitate teaching and learning.
- To update, extend and enhance physical facilities to suit the growth, development and future needs.
- To provide all requisite amenities to make self sufficient educational complex.
- To provide adequate and well furnished residential facility to accommodate all needy students.
- To provide good support services to staff and students.
- To make sophisticated and advanced instruments available in laboratories to facilitate scientific understands project work and research to the possible extent.

4.1.2 Detail the facilities available for -

- a) Curricular and co-curricular activities –

1) Classrooms – The institution have 23 classrooms.
   - The classrooms are well ventilated and there is sufficient light. In addition fans and tube lights are mounted in all classrooms.
• The adequate sitting arrangement for students is done.
• Blackboards, stages, dias etc. for teachers are well in place.

2) **Technology enabled learning spaces** –

• The institution have well developed technology enabled learning spaces as below.
• Examination Centre
• Language laboratory – One.
• Computer laboratories.
• Internet laboratory for Microbiology department - One.
• Separate internet facility for students in library along with internet nodal facility in Physics, Chemistry, Botany, Zoology, Geography, Psychology laboratories.
• Network resources centre in library.
• Interactive board facility in PG classroom.

3) **Seminar Hall** – Institution has developed two seminar halls with ICT facilities.

4) **Tutorial spaces** – Three classrooms and one open tutorial space is available. (Vihar Hall)

5) **Laboratories** – The college has laboratories for following departments.

• **Department of Botany** :
  i) Laboratories – Two
  ii) Instrument Room
  iii) Staffroom

• **Department of Chemistry** :
  i) Laboratories – Four
  ii) Store – One
  iii) Staffroom – One
  iv) Instrument room - One

• **Department of Microbiology** :
  i) Laboratories – Three

(125)
ii) Computer Room – One
iii) Instrument room – One
iv) Staffroom – One
v) Washroom - One

- Department of Physics :
  i) Laboratory - One
  ii) Darkroom – One
  iii) Staffroom – One

- Department of Zoology :
  i) Laboratory - One
  ii) Staffroom – One

- Department of Mathematics :
  i) Laboratory - One

- Department of Geography :
  i) Laboratory – One
  ii) Staffroom – One

- Department of Psychology :
  i) Laboratory – One
  ii) Staffroom – One

- Department of Home Science :
  i) Laboratories – Three
  ii) Staffroom – One

- Department of Computer Application :
  i) Laboratories – Two
  ii) Staffroom – One

(126)
**Botanical Demonstration Area** – Institution has demonstration area for Department of Botany. Also developed a section for medicinal plants on the farm of the Trust, the Dhanwantri Udyan.

Specialized facilities and equipment for teaching learning and research –

- Auditorium – with capacity of 1500 students to conduct some important musical sessions, skit, lectures etc.
- Book bank facility for students.
- Hall dedicated to show UGC lectures / wild life films / educational films / high value films from film societies.
- Vihar Hall for discussions with students.
- Night study facility for students in college building and Library reading hall.

**Equipments for Teaching-Learning and Research – Teaching – Learning equipments** –

- OHPs - 08
- LCDs - 08
- Interactive Board - 01
- Television set - 02
- Epidiascope - 01
- Teaching Aids – Model, Charts, Microslides & Specimens etc.

**Research equipments** –

- Spectrophotometers – UV & visible
- Laminar Air flows
- High speed centrifuges
- Electrophoresis apparatus
- Research Microscope
- Incubator Shaker – Flame photometer
- Microtome
- Microphotographic Camera,
- Microphotographic Camera with CCD
- UV transilluminator
- Phase contrast microscope
- Psychological Tests – 30 (As per dead stock register)
- Memory Dream – As per dead stock register.

**b) Extra Curricular Activities -**

**Sports Complex –**

**Outdoor Games -**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Sports</th>
<th>Facility</th>
<th>Instrument / Accessories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Cross country</td>
<td>Ground</td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td>Kho-Kho</td>
<td>Ground</td>
<td>2 Poles</td>
</tr>
<tr>
<td>3)</td>
<td>Archery</td>
<td>Ground</td>
<td>Arch of Arrow, Target</td>
</tr>
<tr>
<td>4)</td>
<td>Cricket</td>
<td>Ground</td>
<td>Bat, Ball, Stumps, Mat, Net, Gloves, Thai Pad, Helmet, Shoes,</td>
</tr>
<tr>
<td>5)</td>
<td>Athletics</td>
<td>Ground</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100 Mtr Track</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>400 Mtr Track</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td>Softball</td>
<td>Ground</td>
<td>Bat, Ball, Gloves, Helmet, Net,</td>
</tr>
<tr>
<td>7)</td>
<td>Baseball</td>
<td>Ground</td>
<td>Bat, Ball, Gloves, Helmet, Net,</td>
</tr>
<tr>
<td>8)</td>
<td>Kabaddi</td>
<td>Ground</td>
<td></td>
</tr>
<tr>
<td>9)</td>
<td>Long Jump Ground</td>
<td>Ground</td>
<td>Meter Tape</td>
</tr>
<tr>
<td>10)</td>
<td>11)</td>
<td>12)</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>High Jump Ground</td>
<td>Ground</td>
<td>Meter Tape</td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>Ground</td>
<td>Ball, Basket with Net</td>
<td></td>
</tr>
<tr>
<td>Hollyball</td>
<td>Ground</td>
<td>Ball, Net</td>
<td></td>
</tr>
<tr>
<td>Discus throw, Javellin throw</td>
<td>Ground</td>
<td>Dress, Thali, Gola, Meter Tape, Bhala</td>
<td></td>
</tr>
</tbody>
</table>

**Indoor Games -**

<table>
<thead>
<tr>
<th>1)</th>
<th>2)</th>
<th>3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boxing</td>
<td>Judo</td>
<td>Power Lifting</td>
</tr>
<tr>
<td>Gloves, Dress, Boxing kit</td>
<td>Mat, Dress, Hall</td>
<td>Weight, Press Bench, Hall</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4)</th>
<th>5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>Wrestling</td>
</tr>
<tr>
<td>Court</td>
<td>Ground</td>
</tr>
<tr>
<td>Racket, Shuttle, Net,</td>
<td>Mat, Watch,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chess</td>
</tr>
<tr>
<td>Watch, Chessboard, Hall,</td>
</tr>
</tbody>
</table>

- **NCC office** – Room size – 16x12
- **NSS office & store**

1) **Cultural Activities –**

- Hall
- Vihar hall
- Auditorium
- Public Address System
- LCD with screen.
- Laptop
- T.V.
2) **Communication skills development** –
   - Language Laboratory.
   - ICT Hall
   - Group discussion – meeting hall
   - Practicals in Auditorium & Vihar Hall.
   - Sharda Krishi Vahini Community Radio.

3) **Yoga** –
   - Yoga in Vihar Hall
   - Open space
   - Dinkar Auditorium

4) **Health and Hygiene** -
   - Institution has health centre.
   - Ambulance

4.1.3 **How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized?** Give specific examples of the facilities developed/augmented and the amount spent during the last four years. (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

- Institution has projected academic growth of the institution for next five years.

   - The points considered for Academic growth are future needs, employability of the courses and rise in strength of number of students in existing courses.

   - When the numbers of students in existing courses increases, additional
division required classrooms, laboratories, equipments, library facilities, accommodation for students in hostels, requisite, amenities are considered for expansion.

- While planning for infrastructural growth resources available, budgetary provisions are considered.

- Rise in requirement of sports facilities etc. is also considered and accordingly provisions for development are done.

- Before undertaking any infrastructural expansion it is ensured that existing infrastructural facilities are optimally utilized by adjusting time-tables of various undergraduate and postgraduate classes of Arts, Commerce, Science, Home science and computer classes. It is also ensured to use laboratories optimally. Care is taken to accommodate training programmes, remedial and advance coaching courses, competitive exam. courses etc. The expansion in infrastructure and renovation in existing structure during last four years is given below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Heads</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
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<tr>
<td></td>
<td>Construction</td>
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<tr>
<td></td>
<td>Furniture</td>
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<tr>
<td></td>
<td>Laboratory</td>
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<tr>
<td></td>
<td>Library</td>
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</tr>
<tr>
<td></td>
<td>Repair &amp; Maintenance</td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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<td></td>
<td>Construction</td>
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<td>Furniture</td>
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<td>Laboratory</td>
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<td></td>
<td>Library</td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td>2012-13</td>
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<td>Construction</td>
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<tr>
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<td>Furniture</td>
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<tr>
<td></td>
<td>Laboratory</td>
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<tr>
<td></td>
<td>Library</td>
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<tbody>
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<td>Construction</td>
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<td>Library</td>
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</tr>
<tr>
<td>Sports</td>
<td>98000</td>
<td><strong>7148631.00</strong></td>
</tr>
</tbody>
</table>

- Renovations, construction, furniture, equipments, library.
- List of construction and Renovation

**Library**

1. Library furniture
2. Internet facility
3. Broad Band
4. Books etc.
5. Library renovation

**Ground Floor**

- Chemistry Laboratory
- Total Renovation - Office
- Chemistry Staff room
- Wash room
- Classrooms
- Store
- Flooring Changed
• Office Renovation
• Principal Cabin
• Classroom
• Meeting Hall
• Stair Cases
• Incharge Office

**First Floor** -

• Renovation – classroom flooring change.
• Seminar Hall
• Staff room
• Washroom
• Old Home Science Laboratory converted into classroom.

**Second Floor** – Labs furniture

• Microbiology
• Botany
• Physics
• Zoology

**Third Floor** –

New construction of Home science department, Microbiology, Classrooms and Staffroom. Furniture in Geography.

**Amenities** –

• Sports Complex
• Ladies room
• Vihar Hall

(133)
• Road pavers
• Music system on roads & lights.
• Computer labs.
• Master Plan – Attached.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

- Ramps for physically disabled students.

4.1.5 Give details on the residential facility and various provisions available within them:

• Hostel facility – The institution has hostel facility to accommodate 1500 girls from junior and senior college with all facilities like Mess, canteen, dispensary, biometric system. Generator backup, mini market, van, gymnasium.

• Recreational facilities – Gymnasium, Yoga centre etc. – Recreation hall to conduct activities like cinema, prayer, badminton, yoga.

• Facilities for medical emergencies - health centre, one medical practitioner has been appointed. Free medical check-up and free medicines are provided to girls. In emergency ambulance is available to take patients to hospital.

• Sharda community Radio, from where various programmes are broadcasted.

• Special study Hall for hostel girls in library for night study.

• Evening prayers.

• Security, sweeper, wardens to look after hostels.

• Computer facility – Computer facility with biometric system for biometric system is available.

• Health centre - in which one medical practitioner has been appointed.
• Well equipped Gymnasium – Sports Complex.
• Internet facility in computer centre which can be availed by hostellites.
• Recreation facilities – common room with Audio-visual Aids. This facility is provided in Dinkar Auditorium.
• Safe drinking water facility.
• Security – 24 hrs. security is provided on campus.
• Visitors room.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

- On and off campus Health Care – The Institution has established a dispensary on the campus and medical staff has been appointed. To carry emergency cases an ambulance is also available.

A) Medical Check up – First year all students and Second year and Third year only hostel students.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
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<td>28</td>
<td>34</td>
<td>43</td>
<td>-</td>
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<tr>
<td>T.Y.B.A.</td>
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<td>F.Y.B.Com.</td>
<td>125</td>
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<td>133</td>
<td>120</td>
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<td>S.Y.B.Com.</td>
<td>30</td>
<td>30</td>
<td>32</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>T.Y.B.Com.</td>
<td>19</td>
<td>18</td>
<td>31</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td>F.Y.B.Sc.</td>
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<td>146</td>
<td>187</td>
<td>201</td>
<td>199</td>
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<tr>
<td>S.Y.B.Sc.</td>
<td>30</td>
<td>72</td>
<td>50</td>
<td>82</td>
<td>87</td>
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<tr>
<td>T.Y.B.Sc.</td>
<td>27</td>
<td>38</td>
<td>72</td>
<td>45</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>566</strong></td>
<td><strong>643</strong></td>
<td><strong>747</strong></td>
<td><strong>721</strong></td>
<td><strong>754</strong></td>
</tr>
</tbody>
</table>

B) Shardabai Pawar Institute of Nursing, Shardenagar, Baramati –

Arranged Medical checkup and camps for staff & students at institutional level 2010-2011 & 2012.

1) Academic year 2010-2011 –
We have arranged medical checkup for female staff at Inlaks Budharani hospital, Pune

i) The total member of female staff who under went check up are 27.

ii) Conducted Hb checkup camp for 2000 students of our college.

2) Academic year 2011-2012 –

Arranged medical checkup for male & female staff at Inlaks Budharani hospital, Pune.

i) 33 male and 27 females were examined.

ii) Swine Flue vaccine was given to 371 students and staff.

4.1.7 **Give details of the Common Facilities available on the campus – spaces for special units like –**

- IQAC Committee – IQAC Cell operates form the IQAC office with internet, printer.
- Grievance Redressal Cell - Grievance redressal unit has been set up in Meeting hall
- Women’s Cell – Special cell for women has been established and the committee looks into details of the women welfare and complaints. - Meeting hall.
- Counseling and Career Guidance – Counseling and career guidance cell is operative on the third floor of the building.
- Placement Unit – Common placement unit has been established with computer / printer and other facilities.
- Health Centre – Health centre for staff and students has been established. – Near Canteen.
- Canteen – Provision of two canteens has been done in addition tea / coffee machine has been set up on campus.
- Safe drinking water facility – Institution has its own water purification tank for entire educational campus. In addition each building has water purifiers.
- Auditorium – Dinkar Sabhagriha with all facilities.
- Parking area -
• Security Cabins -
• Music system on roads.
• Landline Telephone booths for girls
• **Transport facility** – Trust has its own vehicles to transport girls to N.S.S. adopted village, or in city or on trips.

4.2 **Library as a Learning Resource**

4.2.1 *Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?*

Yes –

Institution has formulated the Library Advisory Committee. The committee looks into all aspects of library working, purchases and development.

**Library Advisory Committee**

<table>
<thead>
<tr>
<th>No.</th>
<th>Position</th>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>The Principal</td>
<td>Chairman</td>
<td>Dr. M. S. Shejul</td>
</tr>
<tr>
<td>02</td>
<td>Library – in charge (Senior faculty member)</td>
<td>Coordinator</td>
<td>Prof. Mrs. S. S. Dange</td>
</tr>
<tr>
<td>03</td>
<td>Incharge of Arts &amp; Commerce Faculty</td>
<td>Member</td>
<td>Prof. V. P. Gaikwad</td>
</tr>
<tr>
<td>04</td>
<td>Science Faculty</td>
<td>Member</td>
<td>Prof. R. B. Deshmukh</td>
</tr>
<tr>
<td>05</td>
<td>Librarian</td>
<td>Secretary</td>
<td>Prof. R. S. Lohakare</td>
</tr>
<tr>
<td>06</td>
<td>Vice Principal Jr. College</td>
<td>Member</td>
<td>Prof. S. S. Honmute</td>
</tr>
<tr>
<td>07</td>
<td>Student’s Representative</td>
<td>Member</td>
<td>As per selection</td>
</tr>
</tbody>
</table>

**Significant initiative implementation by the committee** –

• Seating capacity of the reading room of the library has been increased from 150 to 350 and this year to 550 students at a time.

• Internet terminals have been increased for staff and students.

• Open access system for issuing of books have been implemented.
• Construction of third floor of the library has been implemented therefore reading room capacity has been increased.

• Separate section of reading room for competitive exam students has been created.

• Library has subscribed inflibnet. N-list programme.

• Provision of book bank facility.

• Organized book exhibition at every year.

• To increase awareness of students for reading books, lectures of writers and poets are organized.

• Organized state level seminar on importance of reading literature.

• Purchased library software and provision for on line public access.

• Entire library collection has been catalogued through computer for easy access for users.

4.2.2 Provide details of the following:
* Total area of the library (in Sq. Mts.) – 13542.5 Sq. Ft.
* Ground floor – 3934.9 Sq.ft.
* First floor – 2512.4 Sq. ft.
* Second floor – 3547.5 Sq. ft.
* Third floor – 3547.5 Sq. ft.
* Total seating capacity – 550
* Working hours (on working days, on holidays, before examination days, during examination days, during vacation)

<table>
<thead>
<tr>
<th>a)</th>
<th>b)</th>
<th>c)</th>
<th>d)</th>
<th>e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On working days</td>
<td>Before Examination</td>
<td>During Examination</td>
<td>During Vacation</td>
<td>Reading Hall</td>
</tr>
<tr>
<td>10 am to 6 pm</td>
<td>10 am to 6 pm</td>
<td>10 am to 7 pm</td>
<td>10 am to 5 pm</td>
<td>6 am to 11 pm (including holiday 365 days)</td>
</tr>
<tr>
<td>8 Hours</td>
<td>8 Hours</td>
<td>9 Hours</td>
<td>7 Hours</td>
<td>17 Hours</td>
</tr>
</tbody>
</table>

* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)
* Attached layout
4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

- Publisher’s catalogue are made available to staff.
- Representatives from booksellers and publishers visit the library and college. Information about New titles, editions etc. is collected in the library.
- Suggestions from students for purchase of new titles are considered.
- New titles are searched on websites.
- Reputed Libraries are visited intermittently for new titles also the Book shops, Book exhibitions are visited to search new and useful titles.
- Teaching staff is allowed to purchase the titles of their subjects.
- Journals of various titles recommended by staff are purchased.

<table>
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<tr>
<th>Library holdings</th>
<th>Year – 1 2008-2009</th>
<th>Year – 2 2009-2010</th>
<th>Year – 3 2010-2011</th>
<th>Year – 4 2011-2012</th>
<th>Year – 5 2012-2013</th>
<th>Year – 6 20132014</th>
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<tr>
<td></td>
<td>Number</td>
<td>Total Cost</td>
<td>Number</td>
<td>Total Cost</td>
<td>Number</td>
<td>Total Cost</td>
</tr>
<tr>
<td>Text &amp; Reference</td>
<td>1217</td>
<td>3,35,872</td>
<td>1578</td>
<td>6,13,978</td>
<td>1059</td>
<td>2,21,475</td>
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<tr>
<td>Journals/ Periodicals</td>
<td>85</td>
<td>30,000</td>
<td>85</td>
<td>30,000</td>
<td>85</td>
<td>30,000</td>
</tr>
<tr>
<td>e-resources</td>
<td>-</td>
<td>-</td>
<td>5000</td>
<td>10,000</td>
<td>10,000</td>
<td>-</td>
</tr>
</tbody>
</table>

23,07,043
2,05,000

(139)
### 4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- OPAC - Yes, Two computer stations are available in the library.
- Federated searching tools to search articles in multiple databases – Yes.
- Library Website – Yes,
- College website and library portal launched - www.shardawomenscollege.org
- In-house/remote access to e-publications – Yes
  - All staff member are given password and user name for access to e-resources. Student and staff members can access any time from any where through Internet.
  - Passwords and usernames are permanently displayed in the Internet section and also student’s notice board for the purpose of student’s use.
- Library automation – Yes, Local VRIDDHI Software is in use.

Following facilities are available in the software - VRIDDHI.
• Book Accessing
• Circulation
• OPAC
• Membership & ID Card Printing.
• Periodical Accessioning.
• General Reports, Books reports, Periodical reports,
• Various Statistical reports.
• Circulation summary reports.
• Total number of computers for public access –
• Total number of printers for public access – 02
• Internet band width/ speed – Broad band 02, 1 mbps – 1gb
• Institutional Repository – No
• Content management system for e-learning – No.
• Participation in Resource sharing networks/consortia (like Inflibnet) - Nil

4.2.5 Provide details on the following items:

• Average number of walk-ins – 350/day
• Average number of books issued/returned - 200/day
• Ratio of library books to students enrolled - 15
• Average number of books added during last three years - 757
• Average number of login to OPAC - 100
• Average number of login to e-resources - 30/day
• Average number of e-resources downloaded/printed - 15/day
• Number of information literacy trainings organized – Nil.

College conducts general orientation programmes for new students every year one session for how to use library and general library system is given in the orientation programme.

• Library rules and regulations are displayed on library notice board.
• Details of “weeding out” of books and other materials -
  • Text book: Only those books which are no longer used by student due to change in syllabus are written off.
  • Newspaper – These are sold annually.

4.2.6 Give details of the specialized services provided by the library

• **Manuscripts** – We don’t have this section.

• **Reference** - Yes, Separate section of reference books and on request library staff helps the student / staff to search the information and given reference services.

• **Reprography** – Yes. Photocopier is available in the library. As per need reprography services are provided to the college staff and students.

• **ILL (Inter Library Loan Service)** – College has Inter Library Loan Services with -
  • Agriculture College, Shardanagar
  • T.C. College, Baramati.
  • Vidya Prathishthan’s Arts, Commerce, Science College Baramati.
  • Jaykar Library Pune University, Pune.

• **Information deployment and notification (Information Deployment and Notification)** –
  • New arrivals books & journal, displayed for users information.
  • New arrivals are displayed on OPAC.
  • All types of notices are displayed for information.
  • Shelf book exhibition is arranged every year to know information about book collection in the library.

• **Download** – Research articles, syllabi, Internet information etc. are downloaded and copied on individuals on pendrive. Hard copies on request provided to the staff members and students also.

• **Printing** – Prints of the Articles from net, e-books, journals are given to staff on demand.

• **Reading list / Bibliography compilation** – All types of list and reports are available on software, on demand staff members and students provided service of reading.

• **In-house/remote access to e-resources** –
  • All staff members given user name and password for purpose of access to e resource. So all staff members can access any time form any where through Internet.
  • Some password and username are permanently displayed in the Internet.
section or notice board for the purpose of students.

- **User Orientation and awareness** –
  1) College conducts general orientation programme for new entrants every year. One session for how to use library and general library system and information is given in the programmes.
  2) Library rules and regulation are displayed on library notice board.

**Assistance in searching Databases** – On request library staff helps the student/staff in searching the various databases.

**INFLIBNET/IUC facilities** – Electronic resources subscribed under N-List programme and get access to more than 75000/-, e-books and 3000/-, e-journals, bibliographic database etc.

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.
Library staff supports the students and teachers in following ways-

- Library orientation – Students are oriented and made aware about use of the library.
- Internet facility is provided to students and staff separately. If any operational problem arises in access, Library staff helps the students and staff.
- The titles are searched for the students and staff.
- Circulation of Books and Reading material.
- Issuing is done by the Library staff.
- Reading hall before and after library hours.
- Inter library loan services are provided on demand to the students.
- Newspaper clipping services made available to staff and students.
- Book bank facility is made available to students.
- Bibliographic compilation is available in library which is made available to staff and students.
- Internet surfing and downloading facility –
  - Downloading and printing services are provided to the staff and students.
  - Reprographic unit is installed in the library therefore as per need the services are provided to the college staff and students.
- Issue of Identity cards –
  - Identity cards printing and lamination services are given to staff and students.
- Display of selected articles on the notice boards.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

- Internet sections and multimedia headphones are made available to
visually challenged students.

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)

Yes,
Usually every year feedback is taken from users.
It is analysed manually and suggestions are used for further improvement.
Various facilities in the library are considered while designing the feedback form.

4.3 IT Infrastructure

4.3.1 Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Department</th>
<th>Make</th>
<th>Configuration</th>
<th>Qty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer Application (BCA)</td>
<td>HCL</td>
<td>Intel DC 2.4 GHz, 80 GB HDD, 1 GB RAM, Keyboard, Mouse, 15” LCD Monitor</td>
<td>10</td>
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<tr>
<td>2</td>
<td>Computer Application (BCA)</td>
<td>Lenovo 3000 H 8823-3CQ</td>
<td>Intel DC 2.4 GHz, 160 GB HDD, 1 GB RAM, Keyboard, Mouse, 15” LCD Monitor</td>
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</tr>
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<td>3</td>
<td>Computer Application (BCA)</td>
<td>Lenovo 3000 H(8BQ/DQ)</td>
<td>Intel DC 2.4 GHz, 160 GB HDD, 1 GB RAM, Keyboard, Mouse, 15” LCD Monitor</td>
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<td>Computer Application (BCA)</td>
<td>Lenovo H57-122716</td>
<td>Intel DC 2.8 GHz, Intel Motherboard, 320 GB HDD, 2 GB RAM, DVD R/W, Keyboard, Mouse, 18.5” LCD Monitor</td>
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<tr>
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<td>Computer Application (BCA)</td>
<td>Lenovo Think Center 1607 B9Q</td>
<td>Intel CORE I3 ,Intel Motherboard, 500 GB HDD, 2 GB RAM ,DVD R/W, Keyboard , Mouse, 15” LCD Monitor</td>
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<tr>
<td>6</td>
<td>Botany-2</td>
<td>Manufacturer: LENOVO System Model: AWRDACPI</td>
<td>Operating System: Windows XP Professional (5.1, Build 2600) Service Pack 3 System Processor: Intel(R) Core(TM) i3-2120 CPU @ 3.30GHz (4 CPUs) Memory: 1890MB RAM HDD: 500 GB</td>
<td>01</td>
</tr>
<tr>
<td>7</td>
<td>Botany 3</td>
<td>System Manufacturer: LENOVO System Model: 1607G7Q</td>
<td>Operating System: Windows XP Professional (5.1, Build 2600) Service Pack 3 Processor: Intel(R) Core(TM) i3-2120 CPU @ 3.30GHz (4 CPUs) Memory: 1890MB RAM HDD: 500 GB</td>
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<tr>
<td>8</td>
<td>Botany HOD</td>
<td>Manufacturer: LENOVO System Model: 1607G7Q</td>
<td>Operating System: Windows XP Professional (5.1, Build 2600) Service Pack 2 Processor: Intel(R) Pentium(R) Dual CPU E2180 @ 2.00GHz (2 CPUs) Memory: 960MB RAM HDD: 218.5</td>
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<th>System Manufacturer: LENOVO System Model: 3000 H22010028</th>
<th>Operating System: Windows XP Professional (5.1, Build 2600) Service Pack 2 Processor: Intel(R) Core(TM)2 Duo CPU E7500 @ 2.93GHz (2 CPUs) Memory: 1918MB RAM HDD:500 GB</th>
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<tr>
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<tr>
<td>11</td>
<td>Microbiology Lab-2</td>
<td>System Manufacturer: LENOVO System Model: 3000 H22010028</td>
<td>Operating System: Windows 7 Ultimate 32-bit (6.1, Build 7600) (7600.win7_rtm.090713-1255) Processor: Intel(R) Core(TM)2 Duo CPU E7500 @ 2.93GHz (2 CPUs), ~2.9GHz, Memory: 2048MB RAM HDD :500 GB</td>
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<td>12</td>
<td>Microbiology Lab-3</td>
<td>System Manufacturer: LENOVO System Model: H220 10028</td>
<td>Operating System: Windows XP Professional (5.1, Build 2600) Service Pack 2 Processor: Pentium(R) Dual-Core CPU E5500 @ 2.80GHz (2 CPUs) Memory: 1918MB RAM HDD:500 GB</td>
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<td>13</td>
<td>Microbiology Lab-4</td>
<td>System Manufacturer: LENOVO System Model: H220 10028</td>
<td>Operating System: Windows XP Professional (5.1, Build 2600) Service Pack 2 Processor: Pentium(R)</td>
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<td>System Model</td>
<td>Processor Type</td>
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<td>15</td>
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<td>1607G7Q</td>
<td>Intel(R) Core(TM) i3-2120 CPU</td>
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<tr>
<td>16</td>
<td>Physics 1</td>
<td>LENOVO</td>
<td>1607G7Q</td>
<td>Intel(R) Core(TM) i3-2120 CPU</td>
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<td>Maths</td>
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(149)
<p>| 24 | Psychology | Manufacturer: LENOVO System Model: 34923JQ | Operating System: Windows XP Professional (5.1, Build 2600) Service Pack 2 BIOS: LENOVO BIOS Rev: F1KT44A 0.0 Processor: Intel(R) Core(TM) i3-3220 CPU @ 3.30GHz Memory: 1862MB RAM HDD: 500 GB | 01 |
| 26 | Office1 | Manufacturer: LENOVO System Model: 34923JQ | Operating System: Windows XP Professional (5.1, Build 2600) Service Pack 2 BIOS: LENOVO BIOS Rev: F1KT44A 0.0 Processor: Intel(R) Core(TM) i3-3220 CPU @ 3.30GHz Memory: 1862MB RAM HDD: 500 GB | 01 |
| 27 | Office2 | Manufacturer: LENOVO System Model: 1607G7Q | Operating System: Windows XP Professional (5.1, Build 2600) Service Pack 3 System Processor: Intel(R) Core(TM) i3-2120 CPU | 01 |</p>
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<th>System Model</th>
<th>Operating System</th>
<th>Processor</th>
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</thead>
<tbody>
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<td>Office3</td>
<td>LENOVO</td>
<td>Windows XP Professional (5.1, Build 2600) Service Pack 3</td>
<td>Intel(R) Core(TM) i3-2120 CPU @ 3.30GHz (4 CPUs)</td>
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<td>36</td>
<td>INTELTR</td>
<td>AWRDACPI</td>
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<td>Intel(R)</td>
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<td>Library 2</td>
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<td>Professional (5.1, Build 2600) Service Pack 2 Processor: Intel(R) Pentium(R) D CPU 3.00GHz Memory: 1016MB RAM HDD: 80 GB</td>
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<td>Library 3</td>
<td>System Manufacturer: LENOVO</td>
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<tr>
<td></td>
<td>Library New2</td>
<td>Manufacturer: LENOVO System Model: 34923JQ</td>
<td>Operating System: Windows XP Professional (5.1, Build 2600) Service Pack 2 BIOS: LENOVO BIOS Rev: F1KT44A 0.0 Processor: Intel(R) Core(TM) i3-3220 CPU @ 3.30GHz Memory: 1862MB RAM HDD :500 GB</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Library New3</td>
<td>Manufacturer: LENOVO System Model: 34923JQ</td>
<td>Operating System: Windows XP Professional (5.1, Build 2600) Service Pack 2 BIOS: LENOVO BIOS Rev: F1KT44A 0.0 Processor: Intel(R) Core(TM) i3-3220 CPU @ 3.30GHz Memory: 1862MB RAM HDD :500 GB</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Library New4</td>
<td>Manufacturer: LENOVO System Model: 34923JQ</td>
<td>Operating System: Windows XP Professional (5.1, Build 2600) Service Pack 2 BIOS: LENOVO BIOS Rev: F1KT44A 0.0 Processor: Intel(R) Core(TM) i3-3220 CPU @ 3.30GHz</td>
<td>01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>librarian</td>
<td>Manufacturer</td>
<td>System Model</td>
<td>Operating System</td>
<td>Processor</td>
<td>Memory</td>
<td>HDD</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>--------------</td>
<td>------------------</td>
<td>-----------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>New5</td>
<td>LENOVO</td>
<td>34923JQ</td>
<td>Windows XP</td>
<td>Core(TM) i3-3220 CPU @ 3.30GHz</td>
<td>1862MB</td>
<td>500 GB</td>
</tr>
<tr>
<td>New6</td>
<td>LENOVO</td>
<td>34923JQ</td>
<td>Windows XP</td>
<td>Core(TM) i3-3220 CPU @ 3.30GHz</td>
<td>1862MB</td>
<td>500 GB</td>
</tr>
<tr>
<td>New7</td>
<td>LENOVO</td>
<td>34923JQ</td>
<td>Windows XP</td>
<td>Core(TM) i3-3220 CPU @ 3.30GHz</td>
<td>1862MB</td>
<td>500 GB</td>
</tr>
<tr>
<td>Server</td>
<td>IBM</td>
<td>X3300 M4 (73821A4)</td>
<td>Windows Server 2008 R2 standard 64 bit, service pack 1,</td>
<td>E5-2403 @</td>
<td>1862MB</td>
<td>500 GB</td>
</tr>
<tr>
<td>No.</td>
<td>Room</td>
<td>System Manufacturer</td>
<td>System Model</td>
<td>Operating System</td>
<td>Processor</td>
<td>Memory</td>
</tr>
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<td>------------------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>49</td>
<td>Librarian</td>
<td>LENOVO</td>
<td>0850535</td>
<td>Windows 7 Ultimate 32-bit (6.1, Build 7600) (7600.win7_rtm.090713-1255)</td>
<td>Intel(R) Core(TM)2 Duo CPU E7400 @ 2.80GHz (2 CPUs), ~2.8GHz</td>
<td>2048MB RAM</td>
</tr>
<tr>
<td>50</td>
<td>Staff Room</td>
<td>INTEL R</td>
<td>AWRDACPI</td>
<td>Windows XP Professional (5.1, Build 2600) Service Pack 2</td>
<td>Intel(R) Pentium(R) 4 CPU 2.66GHz</td>
<td>248MB RAM</td>
</tr>
<tr>
<td>51</td>
<td>Vriddhi server</td>
<td>LENOVO</td>
<td>1607G7Q</td>
<td>Windows Server 2003, Standard Edition (5.2, Build 3790) Service Pack 1</td>
<td>Intel(R) Pentium(R) III Xeon processor (4 CPUs), ~3.3GHz</td>
<td>1896MB RAM</td>
</tr>
<tr>
<td>52</td>
<td>Vice Principal</td>
<td>INTEL R</td>
<td>AWRDACPI</td>
<td>Windows XP Professional (5.1, Build 2600) Service Pack 2</td>
<td>Intel(R) Pentium(R) D CPU 3.00GHz</td>
<td>1016MB RAM</td>
</tr>
<tr>
<td>53</td>
<td>Language Laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Computer-student ratio

### Stand alone facility

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Department</th>
<th>Total Computers</th>
<th>Stand alone facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer Application (BCA)</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>2</td>
<td>Office</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Library</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Vice Principal</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>5</td>
<td>Language Lab.</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>6</td>
<td>Staff room</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>7</td>
<td>Chemistry Lab.</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>8</td>
<td>Botany Lab.</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>9</td>
<td>Microbiology Lab.</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>10</td>
<td>Physics Lab.</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>11</td>
<td>Maths Lab.</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>12</td>
<td>Zoology Lab.</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>13</td>
<td>Psychology Lab.</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>14</td>
<td>Geography Lab.</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>15</td>
<td>Home Science Lab.</td>
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</table>

### LAN facility

<table>
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<th>Total Computers</th>
<th>LAN Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer Application (BCA)</td>
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<td>110</td>
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<tr>
<td>2</td>
<td>Botany</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>3</td>
<td>Microbiology</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>4</td>
<td>Physics</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>6</td>
<td>Zoology</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>7</td>
<td>Geography</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>8</td>
<td>Chemistry</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>9</td>
<td>Home Science</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>10</td>
<td>Office</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>Library</td>
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<td>15</td>
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<tr>
<td>12</td>
<td>Psychology</td>
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<td>01</td>
</tr>
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</table>

### Licensed software

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Department</th>
<th>Name of Software</th>
<th>Total Licensed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer Application (BCA)</td>
<td>Windows OS(Win XP, Win 7)</td>
<td>78</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Department</td>
<td>Total Computers</td>
<td>Computers with internet Facility</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------</td>
<td>-----------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Computer Application (BCA)</td>
<td>110</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Botany</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>3</td>
<td>Microbiology</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>4</td>
<td>Physics</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>5</td>
<td>Mathematics</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>6</td>
<td>Zoology</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>7</td>
<td>Geography</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>8</td>
<td>Chemistry</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>9</td>
<td>Home Science</td>
<td>01</td>
<td>01</td>
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<tr>
<td>10</td>
<td>Office</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>Library</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>Staff Room</td>
<td>01</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>Jr. Head</td>
<td>01</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>Language</td>
<td>01</td>
<td>-</td>
</tr>
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</table>

Any other

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Department</th>
<th>Name of Device</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computer Application (BCA)</td>
<td>LCD Projector</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scanner</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Laptop</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handy cam</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sound System</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Printer</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Botany</td>
<td>HP Laser Jet</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HP Laser Color</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scanner</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LCD</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Microbiology</td>
<td>LaserJet</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LCD Projector</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Chemistry</td>
<td>LCD</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Geography + Psychology</td>
<td>LCD</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Physics + Zoo</td>
<td>LCD</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Seminar Hall</td>
<td>LCD</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Geography</td>
<td>HP Laser Jet</td>
<td>1</td>
</tr>
</tbody>
</table>

(158)
4.3.2  **Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?**

- Institution has made available central computer and internet facility for staff and students.

- Institution has made available 12 broadband internet connections in the campus.

- Institution has made available wireless internet connections like IDEA net setter for off campus use for staff.

4.3.3  **What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?**

- To create e – classrooms in the institution.

- To computerize all facilities in library.

- To create e – resource library.

- To provide maximum networking and internet nodes to staff and students in library and departments.

- To enhance Office Automation.

- To procure required softwares.

- To enhance use of ICT in teaching–learning process.
- To provide biometric Attendance system for staff.
- To install CCTV cameras for security reason in the college.
- Procure Hi Speed Leased line Internet connection.

**Strategies -**

- Requirement of computer and equipment and accessories to be collected from all departments.
- To make Budgetary provision to purchase the required computers, accessories and software.
- To create Computer laboratories as per requirement.
- To Train staff for using devices.

**4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution. (Year wise for last four years)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>10,75,000</td>
</tr>
<tr>
<td>2011-2012</td>
<td>1,50,000</td>
</tr>
<tr>
<td>2012-2013</td>
<td>3,25,000</td>
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<tr>
<td>2013-2014</td>
<td>4,00,000</td>
</tr>
<tr>
<td>2014-2015</td>
<td>2,00,000</td>
</tr>
</tbody>
</table>

**4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching / learning materials by its staff and students?**

- Infrastructure required for ICT based Teaching learning is made available.
- Trainings of staff and students to use LCD Projector computers, making PPTs etc. are organized.
- Workshop for students are organized on use of internet.
- Interactive board is made available for PG teachers.
- Staff is given user name and password to access e - resources.
- Learning material in the form of CDs, DVDs, e-Book reader, Scanners etc. are purchased for use to staff and students.
- Latest devices for teaching – Learning are purchased.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms / learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

- Institution has provided LCD projector, Laptop, Computers, and Internet Connection to almost all departments.
- ICT enabled classroom is provided in the college.
- Intuition has provide 12 broadband connections of BSNL

<table>
<thead>
<tr>
<th>Name of Device</th>
<th>Department</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCD Projector</td>
<td>Computer Application (BCA)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Microbiology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Botany</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Physics &amp; Mathematics</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Psychology &amp; Geography</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Zoology</td>
<td>1</td>
</tr>
<tr>
<td>Laptop</td>
<td>Computer Application</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Office</td>
<td>3</td>
</tr>
<tr>
<td>E-books reader</td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Interactive Boards</td>
<td>Microbiology</td>
<td>1</td>
</tr>
</tbody>
</table>

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

- Intuition has provided 12 broadband connections of BSNL under National
4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities? (Substantiate your statements by providing details of budget allocated during last four years)?

- Institution ensures optimal allocated utilization of the financial resources for maintenance and upkeep of facilities in following ways -

  - As per the Perspective Plan of the institution.
  - Institution has prepared (Development Plan) of the Infrastructural facilities by projecting starting of addition division / starting of new courses provision of amenities.
  - Everything is discussed in the development committee.
  - The infrastructure building / furniture / equipment yearly maintenance is taken into account with expansion of building and purchase of equipments / computers / furniture etc.
  - The Engineer appointed by institution looks into maintenance of building and furniture and as per his recommendation budget is allocated to maintenance building and furniture.
  - Scientific instruments are maintained and upkept by the respective departments.
  - Annual maintenance contract is done for maintenance of computers.
  - Computer engineer has been appointed by the institution for maintenance of computers.

Any other -

  - Annual maintenance contract is done for maintenance of photocopier cyclostyle machine.
  - Electrical maintenance is ensured through appointed electrician.
• Vehicles facility is available with parent institution which is availed by the institute.

**Statements of budget allocated during last four years**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>Building</td>
<td>1,00,000</td>
<td>1,00,000</td>
<td>1,00,000</td>
<td>1,50,000</td>
<td>7,50,000</td>
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<tr>
<td>Furniture</td>
<td>2,00,000</td>
<td>4,00,000</td>
<td>2,00,000</td>
<td>5,00,000</td>
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<td>Equipment</td>
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<td>3,50,000</td>
<td>4,00,000</td>
<td>5,00,000</td>
<td>7,50,000</td>
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<tr>
<td>Computer</td>
<td>75,000</td>
<td>1,50,000</td>
<td>75,000</td>
<td>4,00,000</td>
<td>7,50,000</td>
</tr>
<tr>
<td></td>
<td>1,50,000</td>
<td></td>
<td>2,50,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8,50,000</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Vehicles</td>
<td>-----</td>
<td>-----</td>
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<td>-----</td>
<td>-----</td>
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<tr>
<td>Maintenance</td>
<td>75,000</td>
<td>2,00,000</td>
<td>75,000</td>
<td>1,00,000</td>
<td>5,00,000</td>
</tr>
</tbody>
</table>

**4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?**

- The building maintenance is done through the civil engineer appointed by institution.
- Engineer inspects the building and furniture routinely and damaged parts are repaired accordingly.
- Electrical maintenance is looked after by electrician.
- Electrical maintenance of classrooms is done by electrician and non-teaching staff.
- Equipments are maintenance by departments having its possession. If there is any fault the engineer concerned / technician concerned is called and repair.
- Trainings, workshops and orientation – Non-teaching staff is allowed to participate in such training.

**4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?**

- The laboratory instruments maintained by making the annual contracts
with agencies.

- The problems arised if any are solved urgently.
- The frequency of calibration and precision is six monthly.
- The instruments which are in more use are routinely maintained.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

- Transformers, electric supply batteries, generators such sensitive equipments are located at well isolated places.
- All electrical supply equipments are well protected from the public access.
- The electrical equipments are kept well and maintained by the electrician employed regularly.
- Server is also maintained well and located separately.
- Water supply to all departments is checked daily.
- Water lines are checked frequently.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

**CRITERION V: STUDENT SUPPORT AND PROGRESSION**

5.1 Student Mentoring and Support
5.1.1 Does the institution publish its updated prospectus/handbook annually? If ‘yes’, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

- Yes – Institute publish its prospectus annually which include information about:
  1) Management of the parent institute.
  2) Name, address, contact numbers, website and email id of college.
  3) History and Introduction of parent institute.
  4) Mission and vision statement of college.
  5) NAAC & IQAC committee.
  6) Contact persons regarding admission process.
  7) College and office working hours.
  8) Programmes, subjects, group of subjects to be chosen during admission.
  9) Information related to NCC, NSS, Core and other extension activities.
  10) Ideal / Best student’s year wise list.
  11) Facilities available at college campus.
  12) Guidelines regarding overall behavior and disciplines in the college.
  13) Programmes offered at personality development centre of college.
  14) List of teaching and supporting staff of the college.
  15) Library
  16) Sport Complex
  17) Hostel facilities

The institution ensure its commitment and accountability to the information provided in the prospectus in the following ways –
  1) Management system / structure monitors all programmes.
  2) Academic calendars, Teaching plan, time-table of the college.
  3) Various committees, departments look into their respective responsibilities.

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?
Yes, institutes opts the students who requires the financial help for their higher education and provides free food, lodging and boarding facilities alongwith educational expenses including admission fees on time. Since 2004-2005 amount spent by institutes is as follows –

The institution is providing free lodging, boarding and financial assistance towards various fees to the girls who cannot continue their education due to want of finance.

**Student Welfare**

**Karmveer Bhaurao Patil Earn and Learn Scheme**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>No. of Student</th>
<th>College Share Rs.</th>
<th>University Share Rs.</th>
<th>Total Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>30</td>
<td>27295</td>
<td>27705</td>
<td>55000</td>
</tr>
<tr>
<td>2005-2006</td>
<td>36</td>
<td>25770</td>
<td>25770</td>
<td>51540</td>
</tr>
<tr>
<td>2006-2007</td>
<td>43</td>
<td>38933</td>
<td>38932</td>
<td>77865</td>
</tr>
<tr>
<td>2007-2008</td>
<td>70</td>
<td>89682</td>
<td>102684</td>
<td>192366</td>
</tr>
<tr>
<td>2008-2009</td>
<td>78</td>
<td>62634</td>
<td>125090</td>
<td>187724</td>
</tr>
<tr>
<td>2009-2010</td>
<td>76</td>
<td>66668</td>
<td>116692</td>
<td>183360</td>
</tr>
<tr>
<td>2010-2011</td>
<td>57</td>
<td>29265</td>
<td>104715</td>
<td>133980</td>
</tr>
<tr>
<td>2011-2012</td>
<td>68</td>
<td>31220</td>
<td>124460</td>
<td>155680</td>
</tr>
<tr>
<td>2012-2013</td>
<td>76</td>
<td>52320</td>
<td>145600</td>
<td>197320</td>
</tr>
<tr>
<td>2013-2014</td>
<td>68</td>
<td>36081</td>
<td>148919</td>
<td>185000</td>
</tr>
</tbody>
</table>

- **Earn & Learn Scheme** – University of Pune has initiates this scheme for financial assistance to the girls studying in colleges 50% of the amount incurred is shared by the college. Students work for certain hours in a week, which is remunerated.

- **Freeships / facilities to sports persons** -

Also students are provided with free books via Book-Bank Scheme of library after admission of the students amount spent in this scheme is as follows -
**Book Bank**

<table>
<thead>
<tr>
<th>Year</th>
<th>Books</th>
<th>Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>1617</td>
<td>50,000</td>
</tr>
<tr>
<td>2009-2010</td>
<td>684</td>
<td>60,000</td>
</tr>
<tr>
<td>2010-2011</td>
<td>481</td>
<td>62,930</td>
</tr>
<tr>
<td>2011-2012</td>
<td>818</td>
<td>1,00,981</td>
</tr>
<tr>
<td>2012-2013</td>
<td>400</td>
<td>63,225</td>
</tr>
<tr>
<td>2013-2014</td>
<td>968</td>
<td>1,58,075</td>
</tr>
</tbody>
</table>

All financial assistance was disbursed on time.

<table>
<thead>
<tr>
<th>5.1.3</th>
<th>What percentage of students receive financial assistance from state government, central government and other national agencies?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Category</th>
<th>Scholarship Student Strength</th>
<th>Freeship Student Strength</th>
<th>Total Strength of Category</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 - 2007</td>
<td>VJNT</td>
<td>155+6</td>
<td>34</td>
<td>195</td>
<td>31.05</td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>SC</td>
<td>34</td>
<td>32</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>SBC</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>OBC</td>
<td>89+1</td>
<td>14</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>ST</td>
<td>NIL</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total Strength</strong></td>
<td><strong>1201</strong></td>
<td><strong>Academic Year 2006-07</strong></td>
<td><strong>373</strong></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Category</th>
<th>Scholarship Student Strength</th>
<th>Freeship Student Strength</th>
<th>Total Strength of Category</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 - 2008</td>
<td>VJNT</td>
<td>152+7</td>
<td>32</td>
<td>191</td>
<td>31.50</td>
</tr>
<tr>
<td>2007 - 2008</td>
<td>SC</td>
<td>33+3</td>
<td>16</td>
<td>52</td>
<td></td>
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<tr>
<td>2007 - 2008</td>
<td>SBC</td>
<td>2+1</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2007 - 2008</td>
<td>OBC</td>
<td>92+1</td>
<td>16</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>2007 - 2008</td>
<td>ST</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
<td></td>
</tr>
<tr>
<td><strong>Total Strength</strong></td>
<td><strong>1133</strong></td>
<td><strong>Academic Year 2007-08</strong></td>
<td><strong>357</strong></td>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Category</th>
<th>Scholarship Student Strength</th>
<th>Freeship Student Strength</th>
<th>Total Strength of Category</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 - 2009</td>
<td>VJNT</td>
<td>113+7</td>
<td>14</td>
<td>134</td>
<td>24.60</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>SC</td>
<td>31+4</td>
<td>7</td>
<td>42</td>
<td></td>
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<tr>
<td>Year</td>
<td>Category</td>
<td>Scholarship Student Strength</td>
<td>Freeship Student Strength</td>
<td>Total Strength of Category</td>
<td>Percentage of Students</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>------------------------------</td>
<td>--------------------------</td>
<td>----------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>VJNT</td>
<td>94</td>
<td>10</td>
<td>104</td>
<td>17.25</td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>SC</td>
<td>50</td>
<td>05</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>SBC</td>
<td>01</td>
<td>01</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>OBC</td>
<td>65</td>
<td>12</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>ST</td>
<td>01</td>
<td>00</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1385</td>
<td></td>
<td></td>
<td>239</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Category</td>
<td>Scholarship Student Strength</td>
<td>Freeship Student Strength</td>
<td>Total Strength of Category</td>
<td>Percentage of Students</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>------------------------------</td>
<td>--------------------------</td>
<td>---------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>2013-2014</td>
<td>VJNT</td>
<td>87</td>
<td>06</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>SC</td>
<td>52</td>
<td>05</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>SBC</td>
<td>01</td>
<td>01</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>OBC</td>
<td>66</td>
<td>06</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>ST</td>
<td>01</td>
<td>00</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td><strong>Total Strength</strong></td>
<td>1437</td>
<td>Academic Year 2013-14</td>
<td><strong>225</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Scholarship</th>
<th>No. of Student</th>
<th>Amount</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Economically Weaker Sections</td>
<td>07</td>
<td>3000</td>
<td>21,000</td>
</tr>
<tr>
<td>2)</td>
<td>Krantiyoti Savitribai Phule</td>
<td>10</td>
<td>5000</td>
<td>50,000</td>
</tr>
<tr>
<td>3)</td>
<td>Sahara</td>
<td>02</td>
<td>9000</td>
<td>18,000</td>
</tr>
</tbody>
</table>

5.1.4 What are the specific support services / facilities available for:

- 1) For students from SC / ST, OBC and Economically backward sections.
   i) Karmveer Mess: Institute is providing free food and hostel facilities to talent students with economically weak background.
   ii) Guest lectures are organized for SC/ST students under UGC scheme.
   iii) Remedial classes
- 2) For students with physical disability
   i) The classes in which physically disabled students enrolled are conducted in the classrooms at ground floor.
- 3) For overseas students – Nil.
   – No overseas students are enrolled yet.
- 4) For students to participate in various competitions (National / International)
   i) A committee of teachers is established for the issues regarding students participating in various competitions.
   ii) Proper uniforms, equipments and other necessary facilities were provided for such students.
iii) Necessary financial assistance (TA/DA) was provided regarding travelling and other expenses during the competitions.
iv) Students were felicitated in annual prize distribution function.

5) Medical Assistance -
i) Mental/ Psychological counseling
ii) Blood group and Hb check up facility
iii) Insurance facility for students is available. (Name)
iv) Dispensary is available on campus.
v) Medical checkup of new entry level and all hostellers.
vi) Lectures on health issues are organized.
vii) Ambulance is also available on campus.

6) Organizing coaching classes for competitive exams.
i) A competitive examination committee is established in the college.
ii) The institute have established joint venture with an organization to conduct classes for competitive examinations.

7) Skill Development (Spoken English, Computer literacy, etc.)
i) A personality development committee and some other committees are established to cater skill development programmes for students.
ii) The committee organizes an orientation programme for entry and soft skills development programme for third year graduate students at exit.
iii) College also conducts seven career oriented courses such as Spoken English, Beauty and wellness, Sericulture, Food processing, Polychrome technology, Computer courses, Accounting fashion.
iv) Computer oriented accountancy programme ‘Tally’ is compulsory for T.Y.B.Com students.
v) For last year students (T.Y.B.A., B.Com., B.Sc., B.H.Sc., B.C.A.) one week finishing programme is arranged.

8) Support for slow learners – Remedial Teaching
Many departments conduct academic counseling and extra classes for slow learning or weak students.

9) Exposure to students - Exposure of students to other institution of Higher Learn / Corporate / Business house etc.

10) Publication of student magazines –
i) College has established a publication committee for publication of students’ literature.
ii) Every year college publishes an annual magazine ‘**Shardiya**’.

iii) The publication committee invites articles, poems from students to publish in this magazine.

iv) **Antarnaad** – Wall paper activity.

**Computer Literacy** -

- Tally, Computer courses to B.A., B.Com. students and offered, MS-CIT

**Orientation Programme** - Orientation Programme of 42 sessions ranging from Health and Hygiene to career opportunities has been designed and implemented for the student of first year of all courses. Expert guest faculty is invited to deliver the talks this programme is organized week.

**Finishing Programme** – Final year students of all courses are provided with capsul sessions covering interview skills, presentation skills, personality development and career options to employment & entrepreneurship opportunities.

**C-O-P courses** – Facility of Career Orientation Programme or Courses is available in different faculties with nine various options. This facility provides and opportunity to students to get additional career related training at certificate, diploma and advanced diploma level in their respective faculty and subject.

**Support for slow learner** -

- Extra coaching
- Special coaching
- Tutorials
- Visits / Educational tours Industrial visits / Research Institute / Bank visits.
- Participation of students in workshop / seminars as University department.
- Deputation of students at national level sports coaching Balewadi.

Wall Paper Antarnad is published by students of Marathi Department.

**5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.**

- College is conducting various career oriented programmes which inculcate
entrepreneurial skills among students. Commerce faculty is organized entrepreneurship development programme. Botany department is organized every year Jam, Pickle, Ketchup preparation, flower arrangement trainings and hanging basket making workshops. Chemistry department organizes household products preparation - trainings and sale every year. Commerce faculty students are motivated to organize Marketing Fair every year before Diwali vacation.

- C-O-P

- Entrepreneurial Programme

- Flower arrangement

- Household product preparation training

- Snacks preparations are student canteen is run by Home Science students.

- Beauty and Wellness

- Fashion Designing

- Child and family counseling.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

- Policies -
  1) Financial Assistance to sport and cultural activities is provided.
  2) Coaching camps / Acting drama school organization.
  3) Training programme to develop various unity skill / debate.

- Strategies -
  1) Selection of students interested in particular activities.
  2) Organization of training camps / lectures of eminent personalities in the related fields.
  3) Making the availabilities of equipments.
  4) Academic support is given to such students the extra lectures.
  5) Examination are re-conducted for such students.
  6) Special dietary provisions are made available to sports person.
7) Necessary sports uniforms, equipments and materials are provided to students.
8) Necessary financial assistance (TA/DA) regarding travelling and other expenses during the competitions.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

<table>
<thead>
<tr>
<th>Exam.</th>
<th>Total Students</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Appeared</td>
</tr>
<tr>
<td>MPSC Pre Exam / PSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>39</td>
<td>17</td>
</tr>
<tr>
<td>2011-2012</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>2012-2013</td>
<td>44</td>
<td>07</td>
</tr>
<tr>
<td>2013-2014</td>
<td>22</td>
<td>04</td>
</tr>
<tr>
<td>2014-2015</td>
<td>55</td>
<td>55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exam.</th>
<th>Total Students</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Appeared</td>
</tr>
<tr>
<td>Bank Exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>2012-2013</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Nil</td>
<td>Nil</td>
</tr>
</tbody>
</table>

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

1) **Academic counseling**
   Academic counseling is made available during
   i) Admission process.
   ii) Orientation programme
   iii) Finishing course.
   iv) Soft Skill Development Programme
   v) Departmental academic counseling sessions.
   vi) Guest lectures

2) **Personal counseling**
i) Every faculty member does personal counseling at respective department, if required.
ii) Department of Psychology conducts personal counseling.

3) Psycho-social counseling
   i) Department of Psychology organizes various workshops, guest lectures regarding personal and psycho-social counseling.
   ii) Activities of NSS, NCC

4) Career counseling
   i) Every department organizes some guest lecturers for career counseling.
   ii) College has established career guidance and placement cell.
   iii) The cell conducts guest lectures and other programmes for career counseling.
   iv) Finishing programmes offer a one session on checking career attitude and deciding career fields & interest.
   v) As per interests students are provided with agencies lists or institutes for their placements.

5) Health counseling – Health Committee, Microbiology Department

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If ‘yes’, detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

- Yes, institute has committees for career guidance and placement.

Services provided by Career guidance cell and personality development committee

1) Display of advertisement regarding job opportunities on notice board
2) To organize guest lectures regarding bio data writing, interview skills, career opportunities under soft skills development programme.
3) Finishing programme includes sessions on career choice, presentation skills etc.
4) Finishing programme - list of 250 avenues for B. Sc. students is provided.
5) Student Placement - Cummins India Ltd., Phaltan 10 students were selected in the Campus Interview. 3 students were selected Banking Sector.
5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

- Yes
  College has established grievance Redressal Cell as per the guidelines of Pune University in 2005. Till date no single grievance is reported to the cell.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

- Institute has authoritative setup of resolving such type of issues.
  So far no single incidence has arose in last 18 years.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

- As per UGC and Central Govt. guidelines college has established anti ragging committee.
  So far in last 18 years not a single case has been recorded.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

- Student welfare schemes by institute
  1) Karmveer Mess
  2) Earn and Learn Scheme
  3) Book Bank

5.1.14 Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

- The Institution has the alumni association. It has been not registered however it has contributed in institutional and academic development programmes. The suggestions made in the meetings of the alumni are implemented in the ensuing academic year. Few to cite are construction of ladies room, increase in reading hall capacity in the library, starting of competitive exam coaching in the campus, activation of the placement cell.
5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

- Trends –
  1) Majority of students we progressing to post gradation rather than employment.
  2) Rate of progression of Undergraduate to Postgraduate is fluctuating.
  3) Rate of Postgraduate to employment progression is decreasing.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UG to PG</td>
<td>26.29%</td>
<td>40.57%</td>
<td>38.91%</td>
<td>33.46%</td>
<td>35.21%</td>
<td>33.85%</td>
<td>32.18%</td>
</tr>
<tr>
<td>PG to M.Phil.</td>
<td>8.33%</td>
<td>Nil</td>
<td>2.63%</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
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<tr>
<td>PG to Ph.D.</td>
<td>16.67%</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
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<tr>
<td>UG to Employment (Campus Interview)</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>1.46%</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>UG to Employment (Other than Campus Interview)</td>
<td>3.25%</td>
<td>4.72%</td>
<td>7.85%</td>
<td>6.91%</td>
<td>3.52%</td>
<td>2.00%</td>
<td>3.19%</td>
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<tr>
<td>PG to Employment (Campus Interview)</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>PG to Employment (Other than Campus Interview)</td>
<td>66.67%</td>
<td>21.05%</td>
<td>28.57%</td>
<td>18.37%</td>
<td>15.00%</td>
<td>19.00%</td>
<td>22.00%</td>
</tr>
</tbody>
</table>
5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree</th>
<th>B.A.</th>
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<th>B.Com.</th>
<th></th>
<th>B.Sc.</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>F.Y.</td>
<td>S.Y.</td>
<td>T.Y.</td>
<td>F.Y.</td>
<td>S.Y.</td>
<td>T.Y.</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Appeared</td>
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### 5.2.3

**How does the institution facilitate student progression to higher level of education and/or towards employment?**

1. Microbiology, Botany, Chemistry, Marathi, Hindi, English, Geography, Psychology History, Politics, department provides guidance regarding centers and courses available of post graduation like M.A., M.Com., M.Sc., etc.

2. Microbiology, Botany, Chemistry, Geography, Psychology & Zoology, Physics, History departments organize educational tours to institutes which provide higher education.

3. Chemistry Psychology department conducts guidance and counseling regarding entrance test conducted for admission by university, IIT, IISc etc.

4. Departmentwise interaction of students with alumni studying or
faculty from other institute, which provides higher education.
5) Microbiology, Zoology, Botany, Chemistry, Home Science, Psychology, English department conducts trainings, which are helpful for self employment.
6) College also conducts career oriented programmes, which are helpful for employment and self employment.
7) Campus interview are conducted for industries like Cummins India Ltd., Phaltan.
8) Competitive Examination Center is established for the guidance regarding examinations conducted by M.P.S.C., U.P.S.C.
9) Special guidance is provided for bank and police recruitment examinations.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

- Following extra efforts are taken by faculty for the students who are at the risk of failure or drop out.
  1) Practice examinations
  2) Guest lectures
  3) Extra lectures
  4) Academic counseling
  5) Remedial teaching
  6) Personal counseling/ coaching

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

- Student can participate in many sports events organized by University of Pune.
  Last year our students have participated in 11 sports events.
  List of Sports – Baseball, Cricket, Softball, Kho-Kho, Athletics, Chess

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

Participation in All India Inter University – Tournament

(179)
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<th>Sr. No.</th>
<th>Academic Year</th>
<th>No. of student Participant</th>
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**Participation University Inter Zonal – Tournament**

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<th>No. of student Participant</th>
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5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

- 1) College has established a feedback committee.
- 2) The committee collects feedback from students and employers.
- 3) The committee analyses the feedback and provide necessary report to the principal.
- 4) The principal takes necessary action regarding feedback.
- 5) The ideal suggestions are considered and implemented.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications / materials brought out by the students during the previous four academic sessions.

- 1) College has established a publication committee for publication of students’ materials.
- 2) Every year college publishes an annual magazine ‘Shardiya’.
- 3) The publication committee invites articles, poems from students to
publish in this magazine.

4) Psychology, Zoology, Microbiology, Botany, Chemistry, Marathi, Hindi etc. departments encourage students to participate in conferences and publish their project work as a poster or in abstract book at the conference.

5) All departments encourage student to write the articles and displays that on departmental notice board.

6) ‘Antarnad’ is a activity for the students to publish their literature in the form of wall paper.

7) Department of Chemistry has organized programme and published students’ material in as news letter.

8) Dr. APIS leaflet through science association

9) Department of Botany everyday displays the one plant and its botanical information everyday on working days.

10) Department of Botany students have published a series of 12 permanent flex posters of ‘Ancient Indian Scientists’.

11) Department of Botany has published a series of 23 permanent flex, posters of medicinal plants under title, “Ganesh Patri.”

12) “Magnum opus”, “Nil desperandum,” and “Locus classicus’ are the places for regular display and presentation at Botany Department.

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

- Yes, college has Student Council.

The selection and constitution is as per Maharashtra University Act 1994 Section 40(2). As per the rules of University of Pune, the student who has obtained highest marks in earlier class is selected as Class Representative for student council. Along with these class representatives principal selects an active student from each faculty as well as a student from NSS, NCC, Sports and Cultural activities as a member of student council. College provides necessary funding to organize various activities of student council. All these members elect a University Representative by voting democratically.

Student Parliament –

i) All student council members are de facto members of student Parliament.

ii) Additionally, Principal includes thirteen members from
different fields.

**Activities –**

1) A meeting is conducted in the college after every 15 days.
2) The suggestions obtained in the meetings were considered and necessary action is taken.
3) Student council conducts different activities such as annual gathering, funny games, best student programme, etc.,
4) College provides all the funding required for activities of student council for eg. Trip, Fun Fair, funny games etc.
5) Educational tour.
6) Fun Fair
7) Best Student Award
8) Discussion for college & students development in meetings.
9) Gathering
10) Voluntary for various college programme such as seminar, conferences, Rally etc.

**5.3.6** Give details of various academic and administrative bodies that have student representatives on them.

- 1) Internal Quality Assurance Cell
2) Library Committee
3) Publication Committee
4) Student Council
5) Cultural Committee
6) Sports committee
7) Alumni Association
8) Student Parliament

**5.3.7** How does the institution network and collaborate with the Alumni and former faculty of the Institution.

- 1) College has established an Alumni Committee.
2) Alumni Committee has a teacher member from every department of college.
3) Each department collects data from final year students, which includes e mail, phone number, addresses etc.
4) The chairman of college alumni committee interacts with President & Secretary of alumni association and other students by using data available at the committee.
5) College Office has contact details of former faculty.
Any other relevant information regarding Student Support and Progression which the college would like to include.

- 1) Alumni Gathering.
   2) Student Parliament
   3) Miss Sapna Patil was unanimously elected president of Pune University student council and worked as member of senate University of Pune for the academic year 2010-11.
   4) To organize parent – child workshop
   5) Ideal student Programme
   6) Career Guidance
   7) Psychological guidance and counseling centre.
   8) Orientation programme
   9) Finishing Programme.
   10) Soft skills development programme.
   11) Police pre recruitment training.
   12) Hand on trainings.
   13) Shardiya won Best Magazine Award.

**CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

6.1 Institutional Vision and Leadership
6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution’s traditions and value orientations, vision for the future, etc.?

The great visionary Late Dr. Appasaheb Pawar saw a dream to change the pathetic picture of rural families in and around Baramati. In the year 1990 he established educational complex through Agricultural Development Trust, Baramati on the barren land of Malegaon Bk. and his dream turned into reality. Under his valuable guidance and powerful leadership Shardabai Pawar Women’s College started spreading the wings. At present it is a well known Women’s College in the region.

**Our vision is** –

We, the management, administration, teaching and non-teaching staff solemnly resolve to make our institution a seat of learning. Tread together in pursuit of educational excellence where women shall flourish, to become intellectually strong, academically sound and socially responsible so that they will contribute in building of advanced, united and strong India.

**The mission statement is** –

- Transforming women through development of various skills along with curriculum.
- Developing potential in them for further studies, research, employment and entrepreneurship.
- Nurturing them to meet future challenges and contribute to development of nation.
- Making them sensible towards fellow human beings.

The institution has been trying at its level best to achieve the mission by imparting value based quality education to develop and to shape the personality of the women students through various programmes and courses like Orientation Programmes, Soft Skill Development Programmes, Communicative English Course, Computer Courses etc. The college provides various opportunities of Social Services through NSS & NCC. The college also arranges seminars, workshops, curricular and co-curricular activities to update knowledge. The students are engaged in C-O-P courses like Computerized Accounting, Fashion Designing, Beauty and Wellness,
Computer courses, Sericulture, Polyhouse Technology & Food Processing courses. The other activities are Mahabhondala, Parivartan Lecture Series, Mini Bank, Kala & Krida Manch, Child and family counseling, Functional English Course.

The vision and mission statements made above are transmitted into the practices by using advanced library facilities, well equipped laboratories, Gym & Sports to all women students. The principal, teachers and supporting staff of the college put their efforts to develop the students for their bright future with the help of career guidance cell, cell of competitive exams, finishing course and campus interviews.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

- Top management organizes annual meeting with Annual Quality Summit with teaching and non-teaching staff to discuss achievements and shortcomings of the Departments in college.
- Faculty members express their views on all aspects in this meeting.
- Principal organizes meetings of Teaching and Non-teaching Staff in the beginning of the Academic year and at the end of the academic year to discuss requirements and developmental issues.
- Regular meetings with Head of the departments are organized.
- Through all such meetings the views expressed by faculty, principal and management are considered for the Academic Plans of the next academic year.
- Management provides financial assistance for development of infrastructure facilities, sports facilities, and hostel facilities.
- In monthly meetings, Management and Principal take the review of development, achievements and requirements.
- Members in Local Managing Council express their views for starting new courses, provision of budgetary allocations, laboratory and classroom facilities.
- The plans chalked out in meetings are implemented.
• All the faculty members implement decisions taken in the staff meetings. The Local Managing Committee arranges Annual meetings of several committees. The faculty members in various committees help to take the decisions and implement the plans.

• Execution of policy and plans are monitored at the level of Incharge of faculty, conveners of committees and the Principal.

• Suggestions of students and student’s council are considered while framing the policy.

6.1.3 What is the involvement of the leadership in ensuring:

• The policy statements and action plans for fulfillment of the stated mission
• Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
• Interaction with stakeholders
• Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
• Reinforcing the culture of excellence
• Champion organizational change

• The policy statements and action plans for fulfillment of the stated mission.

• Top Management and Principal design policy statements together on the basis of current situation and data available.

• Principal and Incharge faculties and Heads of various departments and conveners of committees together chalkout the action plan to implement the policy to achieve the stated mission.

• Top management provides financial support to fulfill the infrastructural requirements.

• Principal and Incharge of faculties monitor the implementation of plans.

• Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan.
- In the monthly meetings, Top management directs principal to formulate the Academic Calendar.

- Principal with the help of the Incharge faculties and Heads of Departments prepare the Academic calendar and Action plan for various curricular and co-curricular activities.

- It is ensured by the management and Principal that the plans are implemented.

**Interaction with stakeholders**

- Top management directs the principal and staff to organize meetings of the stakeholders like parents, students, teachers, suppliers, etc.

- Hostel Warden Meetings are organized by the management.

- The Principal also organizes Staff meetings.

**Proper support for policy and planning through need analysis, research inputs and consultation with stakeholder.**

- Broad policies are framed at the level of top management with consultation of the principal and staff.

- Infrastructure and budget required is provided by the management.

- Upgradation in existing infrastructure is looked after by management.

- Policy and plannings are discussed with the stake holders.

- Needs are analysed through feedback and corrective measures are taken.

**Reinforce the culture of excellence**

- Management and Principal conduct meetings of staff, students, parents to reinforce the culture of excellence.

- Workshops / Seminars / Symposia / training programmes are organized. The management provides the required funds.

- Observations and supervision of the programme planned, implemented
is done by the Principal.

- Consultations are always done with experts to introduce new schemes and programmes.
- For excellence of students the programmes like orientation and finishing are conducted by the staff.
- Computer literacy mission is undertaken on large scale for students of Arts and Commerce.
- Skill oriented programmes are offered to students to excel in skills.
- Reading activities, films, dramas and other cultural programmes are offered to the students.

- **Champion organizational change** -
  - Leadership is involved to encourage the lower rung employees in getting their problems solved.
  - The system is made transparent through consultation / office procedures to help the stakeholders.
  - The organization is student centric and hence their problems are quickly sorted out and solved.

### 6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

In the beginning of every year the heads of the departments organize the meeting to design the Academic Calendar. All the members of the department discuss about the yearly activities and the Academic Calendar is finalized. Each department arranges the activities as per the Academic Calendar and the incharge of the faculty monitors the departmental activities.

Teaching plan is monitored and evaluated in monthly departmental meetings and meeting with the principal. The syllabus completion report is submitted to the syllabus committee.

- Various committees are formed to implement the plans / work.
- Annual teaching plans are submitted to the syllabus committee.
- Academic calendar is prepared and monitored.
- Policies are evaluated in the meeting with Trustees.
- Meetings are arranged with staff and students.
- Feedback is sought from students.
- Video shooting of the lectures is done / observed and improvement is done.
- Annual Quality Summit is organized.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

- Academic leadership provided to faculty by the top management
  - Training programmes for faculty are organized.
  - Visits to the centers of academic excellence are organized.
  - Some novel academic programmes are initiated.
  - Staff is encouraged to undertake research projects.
  - Staff is encouraged to register for doctoral programmes/M.Phil. programme.
  - Staff is encouraged to participate in seminars / conferences / workshops etc.
  - Orientation / finishing / skill based programmes are designed and offered to students.
  - Student centric programmes are organized.
  - Clubs like Science Association, Film Club, and Readers Club are operational.
  - The faculty organizes various examinations for the students. (e.g. Literary Tests, Test on Political Science, General Knowledge Test)
  - Competitive examination centre, Personality Development Centre of the college help students to develop all such leadership qualities.
  - Awards are given to the students in the functions like Ideal Student Award.
  - Various programmes for students are organized at the level of departments.

6.1.6 How does the college groom leadership at various levels?

- Leadership in students –
- Student parliament and students council are formed and discussions / debates are organized on different topics.
- Students are sent to participate in various programmes organized by other colleges.
- Leadership is groomed in N.C.C. / N.S.S. activities.
- Workshops / seminars / programmes are organized for the students every year.
- Lecture series for students is organized.
- Awards are given to the winners.

**Leadership at the level of Teachers** -
- The college organizes workshops / training programmes.
- The college encourage staff to undertake research projects, publication and participation in seminars, conferences.
- The college motivates the teaching staff to participate in corporate life activities. (e.g. Mahabhondala, Celebrations of Womens Day on 8th March)
- Committee conveners, co-ordinators are chosen from the staff to lead the activities.
- The college encourage the staff to participate in University bodies/authorities in examination work.
- The college appreciates the best contribution of the teachers and they are rewarded by the Principal.

**Leadership at the level of Non-teaching staff** -
- The college motivate the staff to participate in workshops / in-service trainings / Short term courses. (e.g. Computer Literacy Course, Personality Development Course and Communicative English Course)
- The college also encourages the non teaching staff to participate in corporate life activities.
- The college also gives awards to the non-teachings staff for their outstanding contribution.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments/units of the institution and work towards decentralized governance system?

- The college has several departments under Arts, Commerce, Science and Home Science faculties.
The college has appointed Incharges for Arts, Commerce and Science faculty.

The decisions of Arts, Commerce & Science faculty are taken in consideration with Incharge of respective faculty.

Heads of Arts and Commerce Departments take decisions about their departments, which goes to Incharge, Arts and Commerce faculty.

Heads of Science Departments take decisions about their departments in consideration with the staff members in his department.

Heads have operational Autonomy in distribution of syllabi to teachers.

Heads have autonomy to purchase required books, chemicals, glasswares and instruments in their departments within the budget allocated to them.

Requirement of additional infrastructure is reported to higher authorities.

Principal is the statutory authority of the college. The powers to take decisions regarding Departments are entrusted to the Incharge and Heads of the Departments.

To perform extracurricular and curriculum related activities, the college forms various committees. The convener of the committee is entrusted the responsibility and freedom is given to him to get the work done.

The Principal is the authorized head of the institute. He has delegated the authority to two incharges –

- Incharge of Arts and Commerce faculty
- Incharge of Science faculty

They see the smooth functioning of daily schedule of the college as per the time table. The Principal has given the authorities to the two faculty incharges.

- Faculty Incharge is representative of his faculty. He is responsible for the academic development and day to day functioning of the departments under the faculty.
- The Incharge co-ordinates the entire functioning of the departments under the faculty.
- The Incharge looks into the process of admission of the students in various classes in his faculty.
- The Incharge of the faculty frames the practical and theory time table for all classes under the faculty. He co-ordinates and monitors the various co-curricular, extracurricular activities of several departments under the faculty. He is a link between the department, staff and the Principal. The decision regarding relieving staff on various leaves is
co-ordinated by the Incharge. He looks after the development of several departments under the faculty.

6.1.8 Does the college promote a culture of participative management? If ‘yes’, indicate the levels of participative management.

- Yes, The college has encouraged the culture of participative type of management

**Levels of participative management**

- **At the level of students** -
  
  - We have class representatives who represent the respective classes.
  
  - All class representatives make the student council. Chairman of the student council is elected by the class representatives.
  
  - Voice of students is reflected in the student council. Therefore during the meetings of students council the decision taken by the college are discussed and finalized with the members of student council.
  
  - In addition to the student council college has formed student Parliament. In this Parliament the developmental aspects of the students are discussed. Appropriate solutions to the students’ problems are come out through such meetings.

- **At the level of teaching staff** -
  
  - Issues, problems at teachers’ level are presented in front of the incharge and principal.
  
  - Issues related to the teaching staff are discussed with, Incharge and Staff. Developmental aspects about college are discussed in Development committee, Local Management Committee meetings.
  
  - Heads of the Departments are involved in the management in concern with the issues related to the college.
  
  - Some of the issues related to policy are also forwarded to Local Management Committee statutory body including members of different stakeholders.

- **At the level of supporting staff** -
  
  - Supporting staff is represented by the office Superintendent. He looks
into the legal aspects of the college. The issues related to the non-teaching staff are also solved through the office Superintendent or Principal.

- Conveners of various committees suggest the programs, changes in the programmes after discussion with the members in his committees.
- Non-teaching staff also communicate the issues to the head of concerned department, incharge of the faculty or office superintendent.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

Yes, the institution has a formally stated quality policy. The process is as follows:

- Institution shall strive for excellence in education of rural women.
- Excellent infrastructural facilities.
- Teachers shall strive for excellence in teaching, research and extension.
- Institutional administration shall be transparent, accountable and responsive.
- Institution shall compete in sports activities at national level.
- Learners of high quality.
- Extracurricular, co-curricular and skill based programmes to develop other facets of learners.

How the quality policy is developed?

- Benchmarks in various areas were considered while framing the quality policy.
- Benchmarks in respective areas were discussed with the persons concerned.
- Benchmarks in respective areas are set, studied and achieved.
- Accordingly short term goals, objectives and policies are framed.
• The Policies drafted are discussed with the staff.

• Policies about quality are discussed with the experts in educational field, social field and managers in industries.

• The statements are finalized in staff and management meeting.

**How the quality Policy is deployed and driven?**

• Once the policy was framed all concerned prepared the short term plans to drive the policy.

• Initially it was difficult to the concerned members to implement the policy.

• Resources were made available to achieve the quality in respective areas.

• Persons were identified to lead the particular policy.

• The persons concerned hold meetings with principal regarding the difficulties they faced.

• Monthly one to one meetings are held to solve the problems at ground level.

**How quality policy reviewed?**

• Through feedback from students.

• Feedback from Teaching staff and Non-teaching staff.

• Experts’ review and opinions to change the course of action.

• SWOT analysis of the activities framed.

• Through Annual Quality Summit.

**6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.**

- **Yes,** institute has a perspective plan for five years. The aspects considered for inclusion in the plan are -

  • Current problems in the existing programmes, infrastructure, and staff were analysed.
To create new infrastructural facilities like new Laboratories, new Classrooms and extension of Offices etc.

Building plans were prepared, duly finalized and implemented.

Academic development plan.

**Infrastructure** -

- Building plans for classrooms, (LR) Ladies room, Laboratories, Office, Meeting Hall, Conference Hall, Lavatories etc. was prepared duly got through various bodies and implemented.

- Renovation of existing building Laboratories classrooms was considered and implemented.

- Expansion and renovation of Library building and sports complex.

- Laboratory equipments – Sophisticated laboratory equipments for science laboratories were included in the plan.

**Academic Programmes** -

- New undergraduate and post graduate academic programmes were considered, adopted and implemented.

- Additional division of existing programmes were considered and started.

- Add - on courses were considered.

- Student development programmes at college level considered and initiated.

- Training of Teaching and Non-teaching staff was considered.

- Use of ICT in Teaching learning and evaluation was considered.

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6.2.3 **Describe the internal organizational structure and decision making processes.**
- Internal Organizational Structure -

Decision Making Process –

- Plans and policies are discussed with the Heads of the Departments and staff with respect to the development of their Department with respective academics, infrastructure and students’ development.

- General Time Table and Internal Examination Time Table are discussed by Incharge of faculty and College Exam Officer, it is also discussed with the staff members of the concerned faculty and then finalized at the level of Principal.

- Budget allocation is done in the meetings of Local Managing Committee.

- Construction work is finalized with the Building Committee.

- Staff meetings are arrange for discussions.

- Heads, and staff concerned discuss the development, requirements of the department concerned and finalized at the level of Principal.

- Students feedback.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning
- Research & Development
- Community engagement
- Human resource management
- **Industry interaction.**

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**Teaching & Learning –**

- Yearly Individual Teaching Plans.
- Use of ICT in classrooms.
- Feedback from students
- Video shooting of individual staff for improvement.
- Teacher Training Programmes.
- Remedial Teaching to slow learners.
- Organization of demonstrations.
- Organization of guest lectures.
- Students participation in seminar, quiz etc.
- Visits and excursion tours.

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**Research & Development -**

- Applications for research projects to funding agencies.
- Infrastructure development and creation of adequate laboratory facilities.
- Collaborations with university Departments and other research Labs. and Industries.
- To motivate the staff to register for to M.Phil. and Ph.D. degrees.
- College Development Committee looks and discusses the development issues in its meetings and plan to implement is discussed and actually implemented.
- Students are motivated to publish research articles.
- The students are motivated to associate with research organization.

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**Community engagement –**

- The co-ordinator of National Service Scheme discuss the problems of the adopted village and take up the issues for development of the
village.

- Panchayat Members, Sarpanch and coordinators (NSS) discuss the problems and plans.

- Villagers and students work together to implement the plan.

- Cultural programmes are organized to remove blind faith, to educate members of society.

- Health and Hygiene issues are discussed with the members of the community and college staff and the students help the community to solve the problems.

- The Awareness is created among the villagers by coordinator of N.S.S., committee members and students about water scarcity, micro irrigation, pollution and green plantation.

**Human Resource Management**

- Trainings for Teaching and non-teaching staff.

- Deputation of staff for trainings.

- Organization of workshops, seminars and conferences.

**Industry interaction**

- Industry personnel meetings are arranged.

- Mechanism of human resource management and training from industries is discussed and analyzed.

- Mechanism of Human Resource Management in educational Institutions and Industry are compared.

- Strategy for improving H.R. in Institution is planned.

- Trainings, workshops on motivation commitment are organized.

- Communication skills to H.R. to be provided.

- Awareness of quality of the product in Industry and quality of the product in Educational Institution is compared.

- Quality improvement programmes for students are organized.
Required skills and expertise in industries and business are discussed and workshops on such skills are organized for the students.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

- Initially all activities of the institution are exercised for students, staff, office staff etc.
- Feedback on all such activities is taken and analyzed.
- Area indicating low performance is neglected, poorly attended is analyzed.
- The information if found deficient, concerned committee is asked to collect relevant information.
- The Feedback discussed with concerned members and sent to top management.
- Open discussions are organized.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

- Meetings with staff to discuss problems and solution are organized.
- Responsibility of particular task is given to Conveners, Heads of departments, Chairmen of the committees and meetings of the such committees are convened.
- Say of the staff, conveners Heads and Incharge is considered while implementing the decisions.
- Consent of the staff is sought before initiating any activity.
- Ability and inclinations of a particular person towards performing a particular task is considered before assigning the responsibility.
- Financial, infrastructural, HR requirement for particular activity is fulfilled by the management.
- Responsibility is assigned fairly to all members of the staff.
6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

Management council of Institute has adequate set up of human resource to look after the routine matters. Management conducts monthly meeting for policy matters related to finance and progress for which principal is one of the members.

Principal also has position as a member of Top Quality Circle constituted by parent institute management. As per University rules college has also a Local Management Committee for which Principal holds position as member secretary along with other members as stakeholders from different fields.

In the last year all these management bodies have passed following resolutions

- To seek the permission of Govt. & University to start one more division of F.Y. B.Sc. class.
- To renovate the office and Principal’s cabin – Status: Decision has been implemented and the work is completed.
- Internet library facility is to be increased.
- Status facility is increased.
- To strengthen the laboratory facilities for chemistry, Microbiology, Home Science, Psychology, Geography with extensions and renovations is going status Psychology, Chemistry, Geography. The New laboratories are established and extension work of other laboratories is going on.
- To promote ICT enabled MIS for office work. Status MIS is installed and work is going on.
- To develop smart and Interactive classrooms, seminar hall.
- Status : under development.
- To extend and strengthen the library facility the capacity of the reading hall.
• Status : Reading hall capacity increased and extension work is in progress.

• Construction of separate Ladies Room is completed.

• Status – Completed.

• Development of sports complex for indoor games is also completed.

• Status – Completed.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?

- Yes,
  Institution has not decided to seek autonomy.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

- Yes, the college has established grievance cell to collect the complaints in the year 2005. Small complaints, grievances are addressed at the level of Principal.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

- During the last four years the case of Mrs. Ghantaloo Uma is solved.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If ‘yes’, what was the outcome and response of the institution to such an effort?

- Yes,
  The Institution has a mechanism for analyzing student feedback on institutional performances. Student feedback on teaching-learning process, curriculum, curricular activities, co-curricular activities and extra-curricular activities are collected, classified and analyzed. These feedback forms are sent to the Principal and Management.
The principal discusses the suggestions received from the feedback they design the plans and the plans are implemented. The following are the outcomes of such efforts.

- Construction of Ladies Room
- Beginning of course Psychology at special level (for UG)
- Extension of reading hall in library.
- Supervised night study provision is available in college.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

- Institute encourages the staff to register for Ph.D. degree.
- Institute relieves staff for Faculty Improvement Programme.
- Staff is motivated to submit the research proposal to funding agencies.
- Staff is encouraged to participate and present the research papers in seminars/conferences/symposia/workshops.
- Staff is encouraged to publish research articles in journals, magazines.
- Funds are made available for attending seminars/symposia/conferences.
- Training programmes for staff are organized.
- Facilities provided for interactive Teaching and Learning Process.
- Lab. facilities are made available to the staff for research work.
- Enriched library resources and internet facility are made available to the staff.
- The institute organizes visits of staff at various places.
- The training programmes are conducted for the non-teaching staff.
The linkages are established with other industries and institutions.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

- The strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees are -
  - Shift from traditional to ICT based teaching.
  - Facilities like required infrastructure, computer literacy and internet facility are made available for the staff.
  - Delegation of work is done.
  - Healthy atmosphere for social, cultural activities is created.
  - The evaluation and analysis of Teaching-Learning methods is done by the video shooting and then the discussion of Principal, Incharge, H.O.D., guides, the lecturer for better performances etc.
  - Activities of staff academy – Lecture on health, Stress Management.
  - Yoga course, Art of Living Course, Spoken English Course for non-teaching.
  - Trainings are organized on use of computers, literatures and researches.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

- Performance appraisal system of the staff is being done as per the norms laid down by University / UGC / State Govt.
- Lectures / Seminars / tutorials / Practicals etc – All teachers perform the duties of teaching and other academic work as per the expectations of the students and management.
- Excess teaching duties are not allotted to the staff members.
- Preparation and imparting of knowledge, preparation of syllabus
assigned is done by the staff and knowledge is imparted. Some staff members provide resources to the students like published articles on internet and additional references.

- The teachers use participatory and innovative teaching learning methodologies such as updating of subject context, course improvement is also done by teachers.

- Examination related work is done by all teachers like assessment of answer books, result preparation, Junior supervision and senior supervision work.

- Co-curricular and Extension activities – Student related co-curricular activities are done by all teachers. Field based activities; cultural activities are also done as per the requirements of the subjects by all teachers. The teachers take students to the fields, visits, trecks out of interests.

Cultural activities, N.S.S., N.C.C. activities are performed by teachers as per the allotment of duties.

Advertisement and counselling duties are also performed by most of the teachers.

- Staff contribute to corporate activities substantially.

- They help in running departments as per the duties allotted.

- The staff has been assigned the duties in various committees and they perform the work as per the responsibilities assigned to them.

- Staff is actively involved in participation and subject related seminars, conferences, trainings, talks etc. some of them are the members of associations.

- All the above activity perform are monitored and evaluated for the better performances.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?
According to performance appraisal reports major decisions taken –

- Revision of time tables.
- Extension & duties and working for the staff.
- Enhanced use of teaching aids and ICT technology tools.
- Organization of faculty improvement trainings and workshop.
- Extension of library facilities and working hours.
- Enhancement and addition of working committees.
- Systematic follow up of annual plans and teaching activities.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The welfare schemes available for teaching and non-teaching staff are:

- Credit Society – A.D.T.’ credit society is available in the campus, each member of the credit society pays monthly contribution of Rs. 500 to the society. The member can borrow loan for housing, education of children and purchasing of vehicles. The society sanctions emergency loans to the members also.

- Medical Checkup for the staff – ? The institute organized Medical Check up camps with B uddrani Hospital Pune organizes Medical Checkup Camps for the teachers and non-teachers every year on minimum charges. All the pathological investigations, sonography test, ECG and cancer tests are done. The expert Doctors examine each staff he/she studies all the reports and suggest the proper treatments. The follow checkup is also done after two months. (?)

- Reimbursement of medical bill for the staff members. (Government scheme)

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?
• Institution has fair practice of selection of the staff.

• Quality staff is appointed in the beginning and no staff is removed form the pay role till now. Once the staff is appointed following schemes are implemented to retain the staff.

• Staff is encouraged to register for M.Phil. and Ph.D.

• The staff is motivated to submit the research proposals.

• Staff members are encouraged to participate in seminars/conferences/symposia etc.

• Health check up driven is also organized.

• Monetary help is made available for housing or vehicles or education of their children by credit society.

• Accommodation facility is made available to the staff on campus.

• Training programmes for the staff are organized.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

- Planning for infrastructural requirements, renovations, new construction, development in laboratories, purchase of equipments and all other needs are taken into consideration for annual planning.

- Once the plans are ready the income side of the institution is taken into account.

- Requirements are prioritized as routine requirements and infrastructural, library requirements etc.

- Final approvals to the budget expenditure are sought in the authorities/bodies.

- Once the budget provisions are allocated concerned Heads of various departments are told to processed to purchase the requirements. The purchase committee looks into all purchase affairs. Deadlines to
purchase and to spend money on the work are laid down.

- The expenditure is monthly reviewed and Heads are informed to speed up the work.
- The information is given and the topic is discussed about the work in progress are undertaken during monthly meetings with the top management.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

- Internal audit is done at the level of institution by internal auditor appointed.
- External audit is done by the auditor who is appointed by the top management.
- Quarterly audits, Nine monthly audits are done by this mechanism management gets an idea about status of the work income, expenditure etc.
- There are no audit objections.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

- Following are the major sources of institutional receipts -
  - Tuition fees for academic programmes.
  - Self financed courses fees receipts.
  - Funding from UGC under various plans.
  - Funding from University of Pune
  - Salary grant from the Govt. of Maharashtra.

Deficit Management – Deficit is managed from the funds borrowed from
- Audited Statement of the last four years are attached herewith –

<table>
<thead>
<tr>
<th>A.Y.</th>
<th>Income</th>
<th>Expenditure</th>
<th>Deficit</th>
<th>Surplus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>21,218,401.00</td>
<td>23,054,491.00</td>
<td>1,836,090.00</td>
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<tr>
<td>2009-2010</td>
<td>23,330,395.00</td>
<td>25,236,553.00</td>
<td>1,906,158.00</td>
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<td>2010-2011</td>
<td>38,503,397.00</td>
<td>37,133,021.50</td>
<td>-</td>
<td>(1,370,375.50)</td>
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<td>2011-2012</td>
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<td>46,863,955</td>
<td>1,896,422.50</td>
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</tr>
<tr>
<td>2012-2013</td>
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<td>50,490,827.00</td>
<td>------</td>
<td>5,07,737.00</td>
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<td>2013-2014</td>
<td>66,915,607.00</td>
<td>65,427,409.26</td>
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</tr>
</tbody>
</table>

- Corpus available with the institution is

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

- The additional funding received from BCUD and UGC are - Shri RSG II

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

- a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If ‘yes’, what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

- Yes -

The Institutional Policy with regard to quality assurance and its contribution in institutionalizing the quality assurance process - Policy.

“The Institution will strive to achieve and maintain high standards in all aspects of education. There shall be no compromise with regard to quality of the components of education. Institution shall monitor the

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activities through quality assurance cell and operate for quality assurance through various mechanisms.

The Policy has contributed in large way in institutionalizing the quality assurance process –

- Due to close maintain discussions and working as a team the process of Governance and Administration has became smooth and routine.

- Due to continuous efforts of IQAC and regular discussions with staff and various committees teaching-learning and evaluation process has reached to the satisfactory level.

b. **How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?**

- In all eleven decisions of the IQAC have been approved by the management / authorities and implemented. The details are as follows-
  - To start orientation programme
  - To construct ladies room.
  - Extension an renovation of laboratories (Physics, Chemistry, Botany, Microbiology, Language Lab., Geography, Psychology)
  - Open-Air-Classroom.
  - To start new faculty of Home Science (B.H.Sci.)
  - To conduct finishing course
  - To start vocational courses under C-O-P (Fashion Designing, Beauty and Wellness, Functional English, Computer courses, Computerized Accounting, Food processing, Polyhouse Technology & Sericulture.)
  - Extension of the library (Reading hall, Internet nodes)
  - Placement cell
● Competitive exam centre

● The affiliation of B.C.A. to the Tilak Maharashtra University was cancelled and it was affiliated to the University of Pune in the year 2009-2010.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

- Yes – The IQAC has external members on its committee.
   The Significant contribution made by external members of IQAC are as follows -
   External members of IQAC has given some important and valuable suggestions regarding development of students and college.
   • The finishing course should start for final year students is a outcome of one of these suggestions. This course is helpful for students to know about C.V. writing, group discussion, presentation skills, interview skills, etc. These skills help them a lot to grab jobs.
   • The infrastructure development such as laboratory extension, office renovation, ladies room is possible due to the suggestions and contribution offered by external members of IQAC.
   • The college started new faculty B.Sc. Home Science due to the suggestion given by external members of IQAC.

d. How do students and alumni contribute to the effective functioning of the IQAC?

- One student from the college and one alumni are the members of the IQAC. These members communicate with their friends regarding the quality developments programmes in the college.
  • The students can drop suggestions in ‘Suggestion Box’ provided near ‘Notice Board’ of the college.
  • Regular feedback is taken from students.
  • Alumni give suggestion during ‘Alumni Meet’.

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Alumni are invited to deliver talks to students, staff. They participate in different activities and they offered their contribution.

e. **How does the IQAC communicate and engage staff from different constituents of the institution?**

- IQAC displays notices on ‘Staff Notice Board’ as well as circulates it to the concerned staff members. IQAC is connected to each staff member through Quality Circles. IQAC has got phone numbers, mobile numbers, email ID, and residential addresses of all staff members. If required IQAC can contact to staff members through this data.

6.5.2 **Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If ‘yes’, give details on its operationalisation.**

- Yes, the institution has an integrated framework for Quality assurance of the academic and administrative activities. The details are

(Academic structure in 6.1 or 2) ???? - Prof. NSS

The implementation of activities and its quality assurance is observed through different quality circles.

6.5.3 **Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If ‘yes’, give details enumerating its impact.**

- Yes, the Institution provides trainings to its staff for effective implementation of the quality assurance procedures and its implementation. Institute conducts different training programmes regarding quality assurance procedures and its implementation it has good impact as follows.
  
  - Activities are well organized and implemented as per annual calendar.
  - Student’s participation in co-curricular and extension activities is enhanced.
  - Staff members are more involved in research, project work.
- Participation of staff members in conferences, seminars, workshops is increased.

- Many staff members publish books, research papers in national and international level journals and periodicals.

- It is also helpful to enhance team work and work culture.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If ‘yes’, how are the outcomes used to improve the institutional activities?

- Yes, the institution undertakes Academic Audit and other external review of the academic provisions.

  Institute conducts academic audit through internal committee. (Syllabus Monitoring Committee) The outcomes of the audit are supplied to the concerned Quality Circle, Head of departments and the lectures as per necessity. The committee also provides necessary suggestions and guidelines for the improvement in the activities.

  The outcomes of the Academic Audit is used to improve the institutional activities.

  Accordingly individual departments and committees are plan their activities and execute them among the students.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies / regulatory authorities?

- IQAC is formed as per the guidelines provided by the NAAC.

  IQAC develops and implements various quality assurance mechanisms as per NAAC guidelines as well as guidelines provided by then committees such as NAAC peer team, LIC’s and UGC or University authorities. Institute follows all the rules and regulations for admissions, recruitment, fee structure, syllabus, workload, holidays, sports participation and financial guidelines provided by UGC, Govt. of Maharashtra and University of Pune.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?
Institute follows the mechanism provided by UGC and University to review teaching learning process.

Every lecturer provides his / her teaching plan to concerned head of the department at the start of the academic year. All heads of departments supply one copy of teaching plan to the principal, faculty incharge and (Syllabus Monitoring Committee). Faculty incharge, academic audit committee and Heads of department observe the completion of syllabi as per the teaching plan and the lectures submit syllabus completion report to the head of Syllabus Monitoring Committee at the end of every year. Every lecturer takes regular attendance of students and reports the irregular and slow learners to the Head of the department who reports the same to the faculty incharge and Principal. Students participating in various activities to head of department who in turn reports to faculty incharge and principal.

The committee also provides necessary suggestions and guidelines to the respective lecturers as per requirement and feedback of the students.

This methodology has fruitful outcomes as follows -

- It gives regular status of syllabus completion for every subject.
- This is also helpful to identify the slow learners, advance learners and gifted students.
- It is also helpful to know about irregular students, and students participating in sports, cultural and other extension activities.
- This also helps to start remedial, extra teaching for the identified students.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?
College has displayed its quality assurance policies, mechanism, mission, vision statement, goals and objectives on flex boards in the college corridor. So that it can easily watched by every person, coming to college. Every year college publishes annual magazine ‘Shardiya’ and circulate it to all students, staff members and management members. College regularly displays different achievements and outcomes on the notice boards. College also has good relationship with local press and media persons, which is helpful for the publicity of activities, achievements and polices of college. All the above information also available and regularly updated on our website.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES
7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

College undertakes continuously the In house Environmental Audit, but still has not undertaken the authoritative green audit on record. But the college has adopted the policies in /of Green/ Eco/ Environmental Audit and accordingly some strategic plans towards the ECO-FRIENDLY and LOW CARBON FOOTPRINT CAMPUS are seriously in operation.

7.1.2 What are the initiative taken by the college to make the campus eco-friendly?

Every individual has adopted a policy of smart living and sustainable use of resources with reduce, reuse and recycle policy. In line with this various initiatives taken by the college as a whole are -

1) Campus is BOTTLED WATER free zone and POLYTHENE BAG FREE zone.

2) Guests invited or visiting the campus are felicitated with tree plantlet tagged with its information on environmental significance.

3) Travelling plans are shared and vehicles of institute are used accordingly on sharing basis.

Energy conservation –

1) At the entry level the students are motivated through orientation programmes to carry out individual environmental audit and asked to reduce carbon foot prints.

2) Staff when and where travels always use the shared vehicle.

3) Use of LPG / electricity only and when required is in practice.

4) Solar heaters are installed on roofs of the hostels for hot water.

5) For availability of natural light and sufficient ventilation big
windows are equipped for laboratories and classrooms on 3rd floor.

6) Uniform of the students is designed to suit all the seasons which reduces the burden on electricity exceptionally they are advised to wear the dresses as per the season.

7) In winter season class doors are kept closed while in summer they are kept open.

8) Electric appliances such tubelights and fans are installed by calculating the area.

9) College office is well ventilated and windows are set on all sides. Therefore minimum lights and fans remain in use.

10) Coloring of the walls of the building is done to reflect the light. Therefore minimum tube lights required.

11) Plantation along the sides of buildings is routinely taken care of by pruning and training of sprigs to facilitate sunlight and aeration inside.

12) CFL lamps are used at some places and at street.

13) Common master control switches are set to on-off electrical appliances.

14) For natural light and ventilation Big windows are set in library building white sheets, industrial fans.

**Use of renewable energy –**

1) College has established unique and innovative solar distillation facility having capacity of 50 l/ Day.

2) Bio gas plant is in operation which works on canteen and mess waste.

3) Solar water heaters are installed on the ladies hostels.

4) Solar Street light point is installed at one location.

**Water harvesting -**

1) Open field and floor rain water is also channelized with underground closed culvert system throughout the campus.
2) Campus plantation is irrigated only by means of drip irrigation system and micro sprinklers.

3) No potable water is used to irrigate the plants and always the time of watering is 7.00am to 10.00am.

4) Mulching for trees....

5) Mostly pipes used are with self lock systems and never hose.

SEWAGE TREATMENT PLANT (STP) is being set up for recycling of water.

**Effort for carbon neutrality** –
1) Staff and students are made aware to reduce individual carbon foot prints.

2) No staff or students are using **Single Use (one use disposable)** pen and pencils.

3) Use of ecofriendly notebooks/ papers is in practice.

4) Students are motivated to use fullest of its extent of notebooks, pencils, toothbrushes, soaps, dresses, foot wares etc.

5) Vehicles are not allowed to pass-through campus.

6) Concept of Eco-procurement is in operation. Studying waste profile wastes are sorted first into hazardous and non hazardous and then as solid and liquid.

7) One sided used papers are reused.

8) Fully used news papers are also reused for microbiological procedures by microbiology department.

9) During the experimentation used accessories such as equipments, glassware are repeatedly used after sterilization.

10) Disposable (except few) accessories are not procured.

11) Hazardous wastes such as chemicals, contaminants, pollutants are taken care of at source only.

12) Canteen/ Mess wastes transported to Biogas generating unit.

13) Solid wastes are classified as paper, plastic, glass and plant
material and accordingly facilitated and taken care off.

14) Plant litter and waste is not burnt in the campus.

15) Plant litter and other decomposable waste is transported to vermicompost unit of the institute.

16) Toilet wastes are treated in septic tanks and then released in oxidation pond.

17) SEWAGE TREATMENT PLANT (STP) is being set up for recycling of water.

**Biodiversity-Plantation (Phytodiversity)**

1) Campus environment is maintained as Eco friendly possibly by all means. Variety of the measures are taken to maintain and prosper biodiversity within and outside the campus.

2) Biodiversity audit is conducted after every five years.

3) No one is allowed to smoke in the campus and also spitting chewing of tobacco is prohibited.

4) Plantation is also taken care of seriously. Wherever required chain link fencing has been installed.

5) While plantation maximum possible richness is considered in conservation point of view.

6) Phytodiversity maintained includes variety of herbs, shrubs, climbers and trees falling under category of ornamental, cultural and medicinal plants having exotic, recreational, aesthetic, religious and curing values records more than 1500 population including more than 125 species.

7) Tree census, tree search activity, naming of plants and displaying plant’s and bird’s information is routine practice.

8) Indigenous and locally adapted plants are also specifically planted to attract the different birds and to be safe food chain for them.

9) Water pots and bird feeders are installed on trees.

10) Campus buildings provides very safe and friendly niche for
more than 200 pigeons.

11) Ecofriendly environment is housing naturally different reptiles including various types of snakes and domesticated two breeds of duck.

12) Artificial ground cover (Paving) also keeps enough slits to percolate the water to promote microbial diversity under.

13) Botanical demonstration area favours the natural growth including grasses, sedges, and ephemerals as per the season.

**Hazardous waste management** -

1) As per policy of Eco-procurement, the wastes are taken care of and reduced before their generation.

2) Hazardous Waste generated in Microbiology lab is autoclaved and disposed off.

3) Effluent generated in chemistry lab is collected in storage tank and appropriate retention time is given.

**e-waste management** -

1) Every year the damaged or out-dated computers, CDs and other e-equipments are sold out by preparing a tender. These e-equipments are then sent to scrap. Till the tender is prepared these e-equipments are kept in the store room. When the computers are damaged, the components in it which still function are reused.

7.2 **Innovations**

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

1) **Orientation Programme for students** - An unique programme introduced in Maharashtra aiming to orient students at the time of their entry in college life for higher education, responsibilities and liabilities in the college life, knowing self interests, making SWOC analysis, acquainting the skills, setting the target etc. This programme comprises 42 various sessions
right from health, sports, library, laboratory, office to academic activities etc. Resource persons are invited to conduct the sessions. The impact of this course is students are streamlined from first year itself.

2) **Inventory for the students** - At entry point inventory for students is conducted. It is analysed and accordingly students are guided to enter in the field of their likings. This has helped students to focus objectively on the areas of their interest.

3) **Readers Club** – Institution has started readers club for students. Students read literary books of their interest and discussions on such books are conducted. Views are exchanged in discussion. The student reading maximum number of books is felicitated. This has elevated the literary interest, reading culture and understanding among the students.

4) **Finishing Programme**– Skill oriented programmes are given to students. Different facultiwise programmes are developed for students at the final year. From college side this is not only the finishing but confidence building touch given to the students. It includes the session like Evolving unique you, self discovery, positive attitude, interview skills, career planning and avenues available along with exercises on knowing self attributes, about self social and cultural life, measuring self attitude and testing of career attitude. The impact of the course is students get upper hand in selection procedure at the time of interviews.

5) **Self Contained chalk and Dust Remover cum Collector** - Unique wooden box designed by Botany Deptt. facilitating removal of chalk dust and store for chalks, duster and dust. This practice has helped to reduce the wastage of chalk pieces, problem of chalk dust spread and easy cleaning of chalk dust.

6) **Continuous Electricity consumption monitoring** – Practice is in operation since last two years by Physics Department. Students are monitoring the electricity consumption every day.
Fluctuations in consumption are related to the cause and billing. Accordingly, the use programmes and practical schedules are planned. High energy consumption causes are taken care of with certain measures.

7) **Soft skill Development Programme for Third Year Students**–

Skill development of youth residing in rural areas is necessary for mighty India. This was the central theme behind Soft Skill Development Programme. The institute has undertaken the Soft Skill Development Programme, a special project for the third year students to polish their personalities. The objective of this Programme is to give proper direction to students at the third year stage and make them aware about their latent talent and personality development and to improve their employability in future.

- Soft Skill Development Programme is compulsory for the third year students.
- Students are asked to submit the dully filled registration form in the college office.
- Programme is organized in the second week after the opening of the college.
- Batch wise schedule is displayed on the college notice board.
- Attendance for this programme is must.

For each batch seven days programme is prepared which includes about 28 lectures. Daily programme will start with Yoga and prayer. Everyday four sessions will be conducted by the resource persons during the programme. Exhaustive deliberations will be held over these sessions by the experts. They will offer training regarding personality development, career guidance, spoken English, confidence development, time management, CV writing, interview techniques, memory development, transactional analysis.
8) **Student Parliament -**

- Student parliament is constituted. This body consists of students from different sections and groups. Meeting of the parliament are organized. Various issues regarding problems and college development are discussed. The problems raised are solved within the given time frame. Visits of students from this parliament is organized to the distinguished institutes outside. This has helped students in developing leadership qualities. Their approach has become participatory and responsible.

9) *Nil desperandum, Magnum opus, Microbiology fair, Ancient scientists exhibition, Dr. APIS leaflet, Sketching and Labeling Workshop, Digital Herbarium workshop, Sound Monitoring, Snake handling, Chemiad Exam* etc. these scientific activities have contributed towards capacity building in subject particularly and developing scientific temperament in general.

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**7.3 Best Practices**

7.3.1 Elaborate on any two best practices as per the annexed format (see page. )
which have contributed to the achievement of the Institutional Objectives and/or
contributed to the Quality improvement of the core activities of the college.

Annexure - …..

Format for Presentation of Practice

Best Practices – 1

1) Title of the Practice – Women Empowerment through Self Help Groups (Micro finance)

2) Goal / Objectives -

To empower women, socio-economically, psychologically by imparting leadership skill and providing a platform for interaction Self Help Group, ensuring their success in business.

A) Aims -

1) The Self Help Group aim to reduce poverty and to empower the women.
2) Help women for self employment.
3) To create awareness of health care.
4) The creation of leadership qualities and overall development of women.
5) To encourage members to save and utilize savings to cultivate self reliance.
6) To reduce dependency on money lenders.
7) To develop linkages between members and financial institutions for easy access to micro credit facility.
8) To establish a common platform for female member to discuss and solve their problems.
9) To create awareness among the members about scarcity of the resources and to train them to use them economically.
10) The banks are encouraged to disburse loans to the SHGs.
11) Encourage saving habit amongst members of SHGs.

B) Concept -

A group of 10 to 20 homogenous Women coming from same socio-economic strata is established to solve their own problems. The members of the group are encouraged to save, disburst microfinance, invest in tiny business (household) and is trained in creation of self
employment and wealth. This group can be called Self Help Group which is a voluntary association of women either working together or living in the neighborhood engaged in common activity with or without registration for the common good of their members.

**C) Principle of SHGs – The important principles of Self Help Groups are as below -**

1) Common needs
2) Homogenous groups
3) Democratic functioning
4) Voluntary membership
5) Collateral mutual trust and confidence.
6) Flexible rules
7) Economical transaction.
8) Owned platform
9) Thrift habit
10) Limited members
11) Collective leadership
12) Campaign freedom.

**3) The Context**

The social status of women is a reliable indicator of the social development of a society. The often repeated argument is that women’s development is possible only if they are given opportunity to participate in decision making. They should have also the access to basic needs of food, education, health, services, clean environment etc.

There is an exhaustive list of goals to be achieved through Self-Help programmes such as saving habits, credit for consumption and productive purpose, opportunities for entrepreneurship, functional literacy, developing leadership qualities, gender sensitivity, and awareness about the socio-political economic and cultural issues to the extent of initiating development programmes by the women.

Self Help Groups are a potential source to empower and institutionalize participatory leadership among the marginalized. Women Self Help Groups enhance equality of status of women as participants, decision makers and beneficiaries in the democratic economic, social and cultural spheres of life. SHG encourage marginalized women to save and utilize savings to build self reliance and confidence and provide greater access resources. These small groups also help women to establish a common participatory platform to solve their problems.
These traditional grass root groups are based on the principles of need and collective action to provide self-reliance. The SHGs bring out the capacity of women in moulding the community in right perspective and explore the potential of women and train them to take active part in the socio-economic development of the nation. The participation of women in SHGs make a significant impact on their empowerment, both in social and economic aspects. Participation helps women to come in open and discuss their problems. It also helps to bring awareness among rural women about saving, education, health, environment, cleanliness, family welfare, social forestry etc.

Rise of women as entrepreneurs is a new phenomenon which should be viewed as milestone in rural.

4) The Practice / Selective Process -

The establishment of women’s Self Help Groups can be done by banks, NGO, Gramsevak, Teachers, Anganwadi Sevika, Sarpanch etc. As a part of this, the research done in the department of Economics of the college is applied practically for the development of the weak factors of the society, the women. And for this reason Women’s SHGs have been established. The college with the help of N.S.S. creates awareness and encourages the people from the nearby villages to form these groups. We also gather women for establishing SHG with the help of people that are known to us from a village, we arrange meetings for establishing groups. For establishing SHG a detailed guidance is given to understand the aims, purpose, system, merits and demerits, organizers and assistant organizers, members. Through this the Self Help Group are established and motivated.

After consulting everyone, a name is given to the group. This name is used for performing social and economic business. Most of the times a feminine name is given because all the members are females. Then organizer, assistant organizer and secretary are selected unanimously by all the members. For doing the business under the group the organizer assistant organizer and secretary selected in a democratic way for a stipulated time. Initially only the literate women are chosen as Padh Aadhikari. (Office, bearers)

After the formation of the SHG list of rules is prepared. It includes the responsibilities and duties of the Padh Adhikaris. The number of members, business, meetings, economical business, savings, debts, insurance and the principle of guidelines.

After the principles of guidelines a Letter of Agreement is drawn. The Letter of Agreement includes the decisions of establishment, loan, savings, information of members, age address, repayment, Loan insurance, profession, hair, property of the group and bank economical activities and nomination.

After the preparation of Letter of Agreement, Decisions taken are:

1) Decision of establishment
2) Decision to open account in bank.
3) Decision of Power of Rights that will perform the business of the group.
4) Decision of a stamp having the name of the group. Approval of the members is sought for the decisions taken.

To open a bank account under the name of SHG a proposal is made. In this proposal the title of the SHG, Date, the age of the members, caste, name of organizers and assistant organizers. Their signatures, stamp, the amount of saving, proceeding, gradation are detailed and the account is opened by Local bodies through the letter of permission.

After the establishment and opening of saving account of the SHG, the guidance to do all the business is given by the college. This includes guidelines for affiliation with bank, internal accounts, meetings, saving account, loan distribution. So that the business of the group may be completed, guidance and completion of personal Ledger, account book, proceedings, bank passbook, promissory notes, revolving funds etc.

The members in the SHG are provided with training to do business. For this women’s SHGs federations are established through the college. Through these associations the SHG members given training about various professions. Training of entrepreneurship and guidance to make the produce available in the market.

Through the medium of Women’s SHGs federation the guidance is given to SHGs. The professors and students from the dept. of Economics and dept. of Commerce help in Account writing. Teacher from the dept. of Economics is present to give guidance to SHG in and also Account writing.

Through our college and through SHGs Federation training of various business is given to women, so that the product manufactured by these women may be sold in city market. Every year we organize SHG festival under the title ‘Bhimthadi Jatra’ in Pune. This gives better platform to SHGs. Since the year 2006 we have been arranging an exhibition so that SHG products may be made available in market. To make available the local market for the SHG products, a stall has been set up right at the main entrance of the college. We have also made available Juice Stall, Canteen, Mess to the SHGs.

Every year we celebrate women’s day on 8th March. In this we organize, seminars, workshops for the women and SHGs.

5) Evidence of Success

Empowerment of women – SHG is an instrumental agency to empower socially economically and politically, the women members after joining SHGs. The members learn the habit of savings. They follow the principle of Self Help and mutual help.

These members are from BPL families. They do not have skill capital and knowledge to select the occupation leading to economic improvement and not available market of produce. The SHG guides them to select the occupation, provides them necessary skill for the selected occupation. SHG has potential to generate employment for them.

The main objective of SHGs is to make the members financially self dependent. It promotes saving activities which are useful for Self Help and mutual help.
Financial status of the women of SHGs is improved.
Financial literacy of the members is improved.
Business skills of the members are improved.
Standard of living of the members is improved.
The children of the members are being sent to the schools.
SHGs have provided platform for solving various problems of the members.
These members are participating in national festivals.
This has provided an opportunity of entrepreneurship.
Members participated in watershed development.
The market made available to SHGs every year in Pune City and Baramati town “Bhimthadi Jatra”.

The figure of status participated, customers visited and turnover in Bhimthadi Jatra is given below -

<table>
<thead>
<tr>
<th>Year</th>
<th>Stalls</th>
<th>Participation of SHGs</th>
<th>Customers visit</th>
<th>Total revenue of participated SHGs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>256</td>
<td>510</td>
<td>3Lac.</td>
<td>1 Crore &amp; 32 Lac.</td>
</tr>
<tr>
<td>2007</td>
<td>510</td>
<td>725</td>
<td>3.5 Lac.</td>
<td>2 Crore &amp; 25 Lac.</td>
</tr>
<tr>
<td>2008</td>
<td>675</td>
<td>1360</td>
<td>4 Lac.</td>
<td>2 Crore &amp; 57 Lac.</td>
</tr>
<tr>
<td>2009</td>
<td>680</td>
<td>1380</td>
<td>4.2 Lac.</td>
<td>3 Crore</td>
</tr>
<tr>
<td>2010</td>
<td>354</td>
<td>382</td>
<td>1.5 Lac.</td>
<td>2 Crore</td>
</tr>
<tr>
<td>2011</td>
<td>510</td>
<td>570</td>
<td>2 Lac.</td>
<td>2 Crore</td>
</tr>
<tr>
<td>2013</td>
<td>340</td>
<td>418</td>
<td>2 Lac.</td>
<td>2 Crore &amp; 60 Lac.</td>
</tr>
<tr>
<td>2014</td>
<td>330</td>
<td>386</td>
<td>1.5 Lac.</td>
<td>2 Crore</td>
</tr>
</tbody>
</table>

Best Practices – 2

1) Title of the Practice – Pre-recruitment Training of Women in Police
2) Goal / Objectives -

Training of women from economical weaker sections for recruitment in Police.

A) Aims -

i) Physical training to make them fit for recruitment in Police.

ii) To conduct theory session to make them eligible to get through theory examination of Police recruitment.

iii) To check medical fitness of women for recruitment.

B) Concept -

Since 1995 Govt. of Maharashtra has made 33% reservations for women in all Govt. and semi-government and local self Govt. services. Considering this reservation policy for Women Institution has decided to train women from rural areas for recruitment in Police Services. After making survey, it is noticed that many girls from rural area leave, education after higher secondary board examination due to their poor economic conditions.

After giving sufficient thought Institution has decided to open the Pre-Police Training Cell for women. For this task proper planning was done and the programme was implemented from 2006-2007.

3) The Context

33% reservation for women in Govt., Semi-govt. and local Self Govt. Bodies has opened avenues for women in Maharashtra.

Educated women naturally seized this opportunity but the dropout women were deprived from this. The Institution has recognized the services where XII pass women are eligible. We found that Police Services can be the best field for XII pass women. Considering, we focused on the pre-training of women for Police recruitment.

Rate of employment in traditional educational programmes is very low and also from the demand of parents from economically lower strata and Institution together decided to organize a training programme for girls so that they can be recruited successfully in Police Services.

No girls from many families in rural parts from generation together has found place in govt. jobs and social sectors. Girls from this strata are hard working physical fit and mentally strong. Institution has found that these girls can do better if proper training is given to them.

These girls were also willing to join police service and do something good for the society.

Govt. of Maharashtra has announced special drive for recruitment of women in Police from 2005, with reference to this Institution has opened a Pre-training cell for recruitment of women in police in 2006.

The expert human resource available with the institution is utilized for this training.

4) The Practice / Selective Process -
i) Registration of girls is done for training for recruitment.

ii) As per norms of Police recruitment the physical fitness, qualifications, medical check-up etc. is done.

iii) All eligible girls are selected for graining.

iv) Training programme is divided into two parts.
   i) Theory programme
   ii) Physical training.

v) Teachers from various subjects from the institution contribute for theory section including mock test, exams etc.

vi) Study material is provided to the girls.

vii) Guest faculty related to Police department is also invited to deliver talks.

viii) This programe is run till examination (approximately for 3 months.)

ix) Physical training is also done as per requirements for the above period.

Facilities Provided -

i) Hostel facility is provided.

ii) Boarding facility at low cost.

iii) Training facility, Mock exams, Library is provided free of cost.

iv) Institution bears all charges towards subject experts.

v) Faculty accompany these girls to the exam centre.

5) Evidence of Success

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Year</th>
<th>Student Registration</th>
<th>Students recruited</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>2006</td>
<td>44</td>
<td>09</td>
</tr>
<tr>
<td>2)</td>
<td>2007</td>
<td>89</td>
<td>46</td>
</tr>
<tr>
<td>3)</td>
<td>2008</td>
<td>117</td>
<td>74</td>
</tr>
<tr>
<td>4)</td>
<td>2010</td>
<td>127</td>
<td>118</td>
</tr>
<tr>
<td>5)</td>
<td>2012</td>
<td>287</td>
<td>158</td>
</tr>
<tr>
<td>6)</td>
<td>2013</td>
<td>130</td>
<td>43</td>
</tr>
<tr>
<td>7)</td>
<td>2014</td>
<td>139</td>
<td>70</td>
</tr>
</tbody>
</table>

Total = 518

6) Problems -

i) More no. of women registers Low IQ of these students.

ii) Strain of the campus and on existing facilities.

7) Solutions -
i) Girls are divided into batches for theory and physical training.
ii) Continuous guidance and extra teaching, continuous evaluation.

8. **Contact Details**

<table>
<thead>
<tr>
<th>Name of the Principal</th>
<th>: Dr. M. S. Shejul</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>Baramati. Dist. Pune</td>
</tr>
<tr>
<td>Pin Code</td>
<td>413115</td>
</tr>
<tr>
<td>Accredited Status</td>
<td>B++</td>
</tr>
<tr>
<td>Work Phone</td>
<td>Ph. No. 02112-254250, Fax: 02112-255576</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.shardaniketan.org">www.shardaniketan.org</a></td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:spmm20067@rediffmail.com">spmm20067@rediffmail.com</a></td>
</tr>
<tr>
<td>Mobile</td>
<td>+91 8805259081</td>
</tr>
</tbody>
</table>

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C) **Principle of SHGs** –

1) **Homogenous groups** – There are 10-20 members of SHG are homogenous groups respective of the caste of religion, gender. They have equal economics and social status and in the SHGs is movement that female member are higher in number. All females become member of SHGs voluntary.
2) **Democratic Functioning** – Every active member of participation in SHGs is important characteristic of SHGs. This indicates is democratic functioning. The office bearers are elected by the members. The leadership is to be rotated.

3) **Rules are flexible** – There are no rules framed by government for such SHGs. Each group frames its own rules. These rules are flexible to cover the local needs of members.

4) **Economical Transaction** – The SHG deals with collecting saving and disbursing loans to the members. These members cultivate the habit of thrift. They get loan to improve their economic status. They cultivate the habit to repay the loan also.

5) **Thrift habit** – These member are habituated to save as such saving are useful to help them to meet their financial needs.

6) **Mutual Co-operation** – The developing and following participatory approach of mutual co-operation and developing linkages with formal financial institutions and the government schemes are the responsibilities of group members. Develop structure of SHG based on mutual co-operation.

7) **Collective leadership** – These member discuss the problems and decide it unanimously. Such decision is binding on all the members. This is the result of collective leadership.

8) **Building as people’s organization** – SHG can build up their group as people’s organization through identification potential and skill of each member. Sharing knowledge information and experiences with each other to support the members. They pool the resources and help each other through common efforts for bringing economic and social upliftment. They prepare their own action plan implement it in effective manner. They develop their own system for monitoring and evaluation as well as raising common fund.

9) **Campaign freedom** – Such members can cite example to other females, inspire them to form and group for their economic betterment.
Evidences

1) Self Help Group movement was started with selection of the women members from Below Poverty Line and some group Above Poverty Line. All these members were illiterate, they has no any business, market and communication skills. All these women were housewives.

After joining Self Help Groups, the Institution undertook trainings on concept, Bank affiliation, Account opening, Bank operation, Record keeping etc.

The women formed the Self Help Groups on the basis of regions, Agro based small scale industries, service sectors, marketing and distribution etc.

Institution helped these groups to get loans from banks.

Institution provided technical and marketing training for their business.

Women in Self Help Groups started functioning, this resulted in their social, economic development. Their living standard improved.

Apang Mahil Bachat Gat – (Physically Challenges Self Help Group) –

- 12 Members from this group started making Brooms.
- The started sending their brooms in cities and even to other states.
- Their economical condition improved they build pucca houses, purchased vehicles.
- Their living standard improved.

2) Self Help Group

This Self Help Group is from village. They have developed dairy farm of a Group. They sell 40 liters of milk per day. This is a part time activity of a group. Profit earned is invested in the development of the farm also it is disturbed to the member.

3) Seri Culture Self Help Group

This group consists more than 10 members from Supe Village. They purchase cocoons from the Trust and prepare threads then sell this silk to Govt. Department. The profit earned is approximately Rs. 1,20,000 per annual per member.

4) Goat Farming

This Self Help Group is established in Tandulwadi village. They have developed a Goat Farming. This is a individual activity under Self Help Group. It has given Self Employment to the family.

5) File Making

This Self Help Group is established in Katewadi village. The members prepare office files. These are supplied to educational institutes and stationary shop. They earning is good. Financial condition of the members is improved.
6) Food Making –
   This Self Help Group is established in Malegaon colony. They are engaged in making food items like pickles, sewai, papad etc.

7) Kirana Market –
   This Self Help Group is established in Nimgaon Ketki village. They have established Grocery Shop. They purchase cereals from farmers. Gradation, packing is done by the Group and items an sold in the name of a Savitri Brand. These items and supplied in Savitri Market Pune and other towns.

8) Social Activities –
    The Institute also conducted social awareness camps for Self Help Groups. The activities like Watershed Development, participation of women in Gram Sabhas.

9) Social Activities –
    The Institute has organized Health Checking Camp for Self Help Group women. The Local Doctors helped the Institute in organizing the camp.

10) Women Day-
    Two days workshop was organized by the Institute for women in Self Help Groups on the occasion of World Women’s Day. The resource persons from different fields like industry, business, social sectors were invited to give the talks. Approx 600 delegates participated in the programmes. Successful women in business / industry were felicitated in the programme.